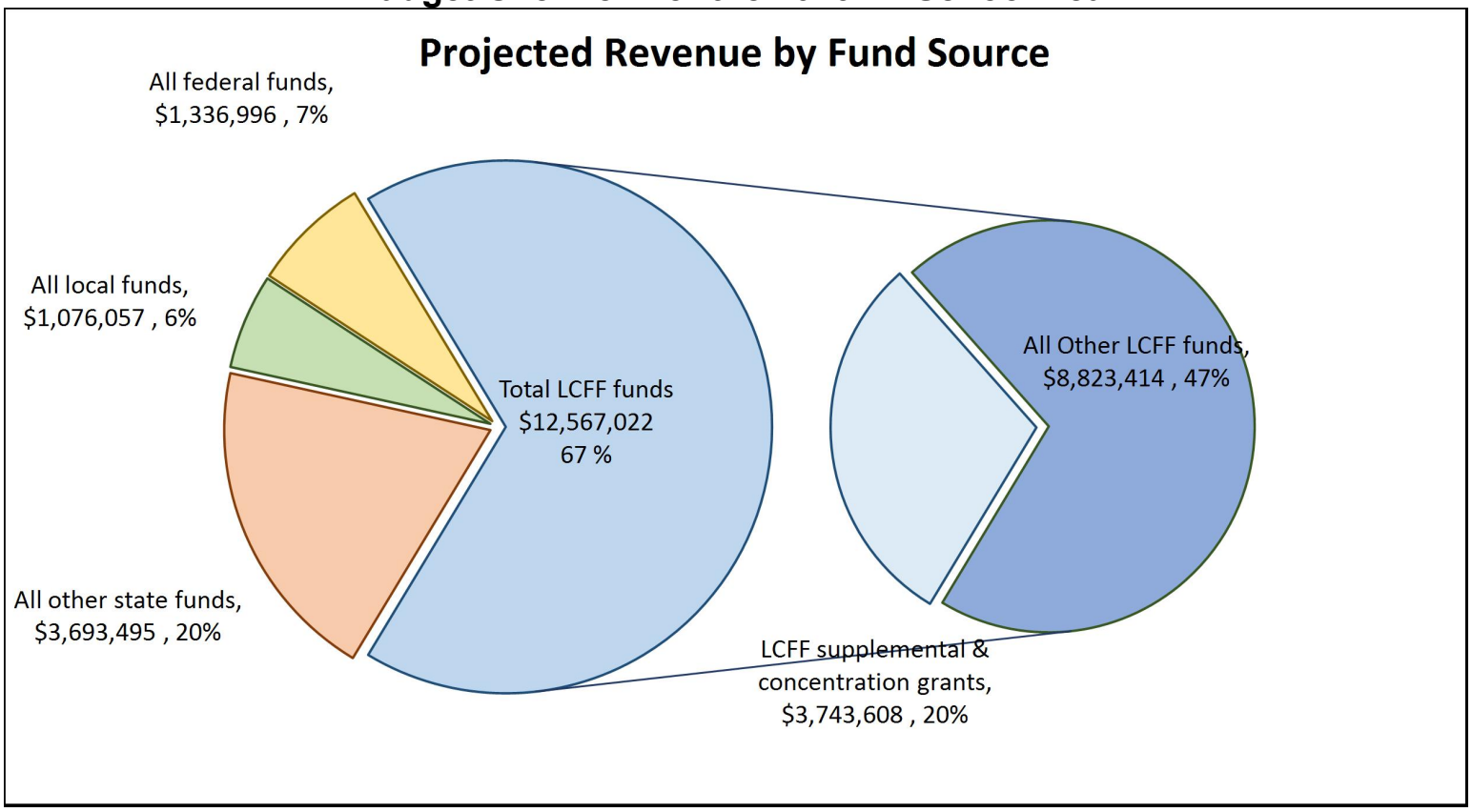
MONTAGUE CHARTER ACADEMY
FOR THE ARTS AND SCIENCES

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Montague Charter Academy
CDS Code: 19647336018204
School Year: 2026-27
LEA contact information:
Jose Salas
Executive Director/Principal
j.salas@montaguecharter.org
(818) 899-0215

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

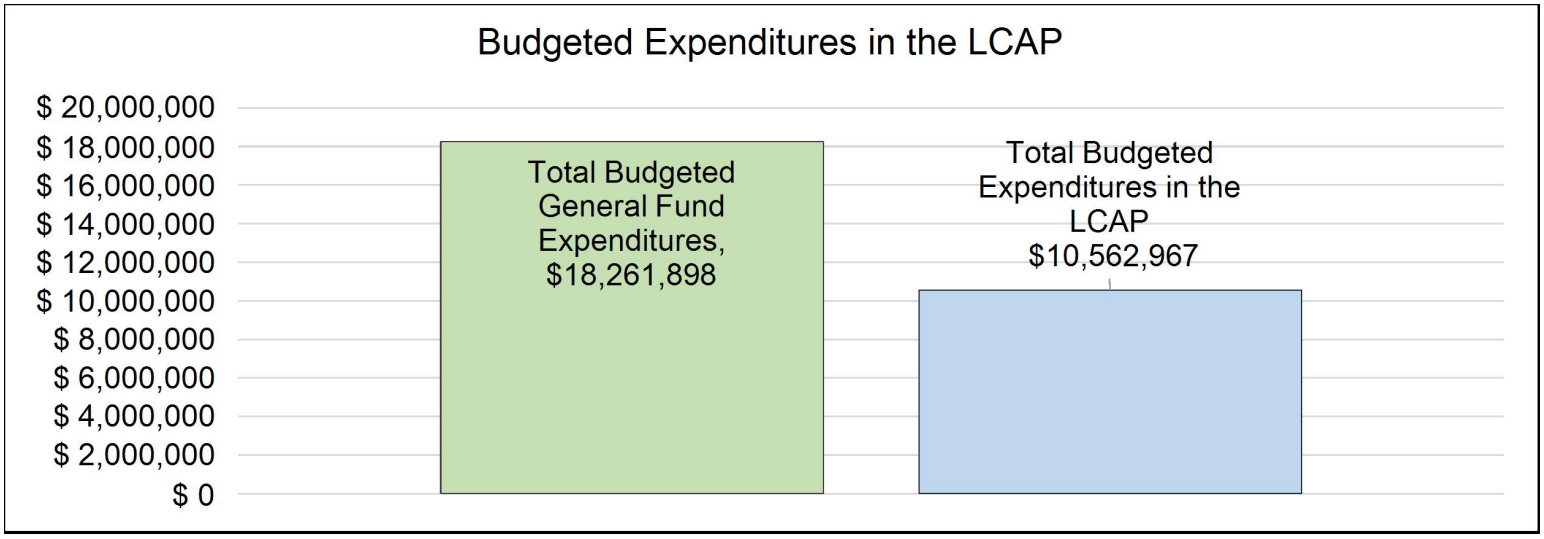


This chart shows the total general purpose revenue Montague Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Montague Charter Academy is $18,673,570, of which $12,567,022 is Local Control Funding Formula (LCFF), $3,693,495 is other state funds, $1,076,057 is local funds, and $1,336,996 is federal funds. Of the $12,567,022 in LCFF Funds, $3,743,608 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 Montague Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Montague Charter Academy plans to spend $18,261,898 for the 2026-27 school year. Of that amount, $10,562,967 is tied to actions/services in the LCAP and $7,698,931 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

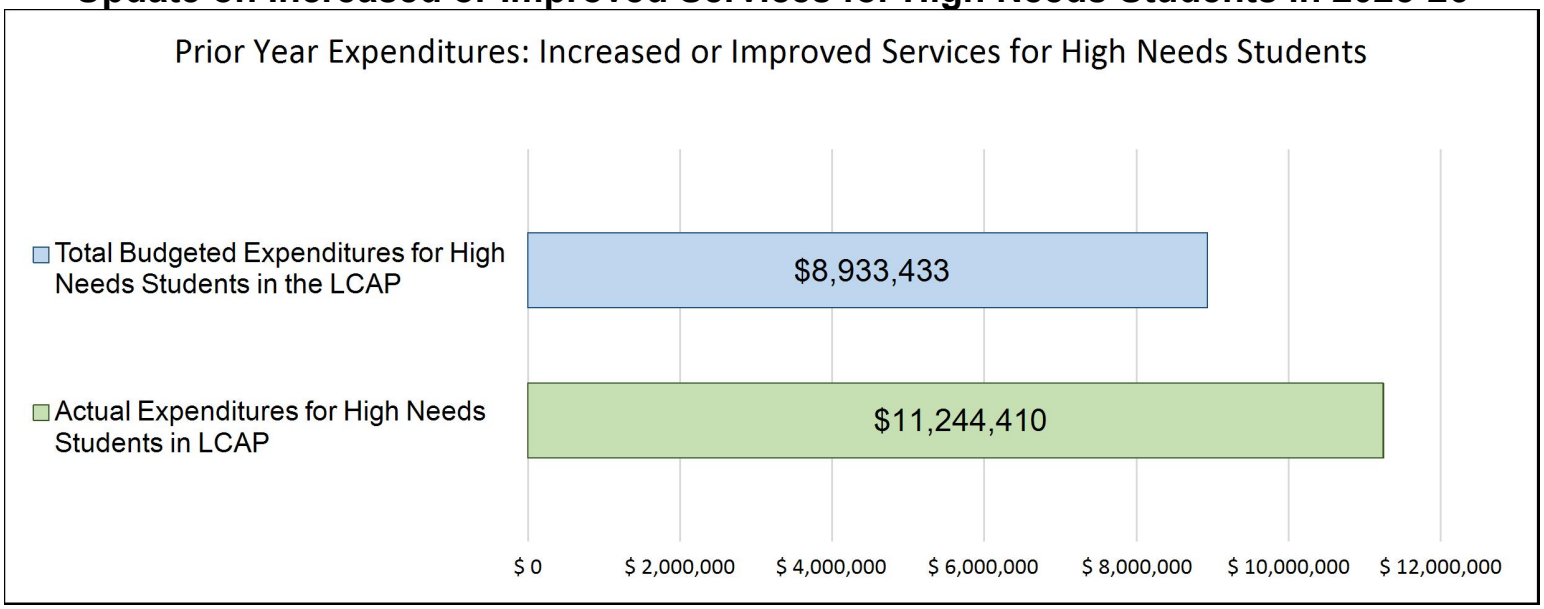
The General Fund Budget Expenditures for the 2026-27 school year that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, and other operational costs.

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

In 2026-27, Montague Charter Academy is projecting it will receive $3,743,608 based on the enrollment of foster youth, English learner, and low-income students. Montague Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Montague Charter Academy plans to spend $6,504,415 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 Montague Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Montague Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Montague Charter Academy's LCAP budgeted $8,933,433 for planned actions to increase or improve services for high needs students. Montague Charter Academy actually spent $11,244,410 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Montague Charter Academy	Jose Salas Executive Director/Principal	j.salas@montaguecharter.org (818) 899-0215

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.

Montague Public Schools, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Montague Charter Academy (“MCA”), a California public conversion Charter School authorized by Los Angeles Unified School District ("LAUSD"). MCA serves students in transitional kindergarten through grade 5 in Pacoima, CA. MCA is committed to providing a high quality, rigorous educational program that supports the academic, social emotional, and developmental needs of all students. MCA emphasizes strong foundational academic skills, arts and sciences integration, English language development, intervention supports, and meaningful family engagement to ensure all students are prepared for long term academic success and future college and career readiness.

Mission
Montague Charter Academy’s mission is to provide a safe, nurturing, and academically rigorous learning environment where all students achieve high levels of academic success through engaging instruction, strong community partnerships, and meaningful educational opportunities that prepare students to become productive, responsible citizens and lifelong learners.

Vision
MCA seeks to foster a collaborative and inclusive learning community where students are empowered to grow academically, socially, emotionally, and creatively through personalized support, arts and sciences integration, critical thinking, and meaningful real world learning experiences.

The Charter School is a diverse, 21st Century Charter School serving the Pacoima community. As of the 2024-25 school year based on the 2025 California Dashboard ("Dashboard"), MCA served approximately 852 students in grades TK-5. Enrollment by student group included approximately 86% socioeconomically disadvantaged ("SED") students, 36% English Learners ("ELs"), 16.4% students with disabilities ("SWD"), 0.1% homeless youth ("HY"), and 0% foster youth ("FY"). Enrollment by race and ethnicity included approximately 96% Hispanic students, 1.6% White students, 1.1% African American students, and small percentages of students identifying as Asian, Filipino, and Two or More Races. MCA recognizes that supplemental and concentration grant funds generated through the Local Control Funding Formula ("LCFF") are intended to support ELs, SED students, and FY. MCA remains committed to implementing targeted actions and services designed to improve outcomes and equitable access for all significant student groups, particularly Hispanic students, ELs, SWD, HY, FY, and SED students.

MCA is not eligible to be an Equity Multiplier Charter School.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for MCA through a comprehensive planning process aligned with federal, state, and local accountability requirements. The Charter School's LCAP is designed to effectively meet ESSA requirements while supporting continuous improvement through implementation of standards aligned instruction, intervention systems, family engagement, student wellness supports, and expanded educational opportunities. The plans included in the LCAP focus on the following goals:

GOAL 1: Maintain high standards focused on providing a safe, nurturing learning environment in which all students are supported in attaining high levels of academic achievement through high quality curriculum, assessments, and targeted interventions and supports.

GOAL 2: Provide opportunities to maximize engagement in the Charter School's mission and vision while increasing parent and community involvement as active participants in the educational program.

GOAL 3: Develop interventions and practices to support EL achievement and create systems to monitor and track progress through data analysis, collaboration, and targeted English language development supports.

GOAL 4: All students will demonstrate growth toward meeting or exceeding standards in ELA and growth in English language proficiency through local formative assessments and state mandated assessments.

GOAL 5: All students will demonstrate growth toward meeting or exceeding standards in mathematics through local formative assessments and state mandated assessments.

GOAL 6: All students will demonstrate growth toward meeting or exceeding standards in science while strengthening implementation of MCA's arts and sciences theme through standards aligned instruction and enrichment opportunities.

The Charter School completed a comprehensive needs assessment that included analysis of verifiable State and local data, including Dashboard indicators, CAASPP results, ELPAC results, iReady assessment data, attendance data, discipline data, and stakeholder feedback. The needs assessment process included collaboration with parents, classified staff, teachers, administrators, and community

stakeholders to identify areas of opportunity and strategies to improve outcomes for all students and significant student groups, including Hispanic students, ELs, SWD, HY, FY, and SED students.

The process for evaluating and monitoring implementation of the LCAP and progress toward accomplishing established goals includes ongoing consultation with educational partners through School Site Council ("SSC"), English Learner Advisory Committee ("ELAC"), Coffee with the Principal meetings, annual stakeholder surveys, Board meetings, and staff collaboration structures. SSC and ELAC meet regularly throughout the year to review student achievement data, discuss supplemental services, and provide input regarding actions and services funded through LCFF supplemental and concentration grants. Parents, guardians, classified staff, certificated staff, and administrators participate in the decision making process and provide ongoing feedback regarding the effectiveness of programs and services.

Each goal within the LCAP includes actions and services designed to address the needs of all students and significant student groups through evidence based instructional strategies, intervention systems, expanded learning opportunities, social emotional supports, and programs designed to improve student achievement, engagement, attendance, school climate, and long term student success.

Reflections: Annual Performance

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

The 2025 California State Dashboard ("Dashboard") identifies performance levels using one of five status levels ranging from Very Low, Low, Medium, High, and Very High for State measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed, ranging from Very High, High, Medium, Low, and Very Low.

Montague Charter Academy ("MCA") is committed to improving the academic achievement of all students while specifically addressing the needs of its significant student groups, including Hispanic students, ELs, SWD, SED students, homeless youth ("HY"), and foster youth ("FY"). MCA recognizes that achievement gaps continue to exist among these student groups and remains committed to implementing targeted supports, interventions, and instructional strategies to accelerate achievement. Through ongoing progress monitoring, data analysis, MTSS interventions, high quality standards aligned instruction, and community engagement, MCA continues to build upon student growth and academic success.

ELA Performance
According to the 2025 California Dashboard, overall English Language Arts ("ELA") performance improved to the "Medium" level, with all students scoring 14.7 points below standard ("DFS"), representing significant growth of 22.1 points from the 2023 baseline. Hispanic students improved to 14.1 points below standard, SED students improved to 19.9 points below standard, SWD improved to 58.1 points below standard, and ELs improved substantially to 34 points below standard. These results demonstrate meaningful growth across all significant student groups. MCA will continue focusing on increasing ELA achievement for all students, particularly Hispanic students, ELs, SWD, HY, FY, and SED students through targeted intervention, small group instruction, and literacy development supports.

Math Performance
According to the 2025 California Dashboard, overall mathematics performance improved to the "High" level, with all students scoring 18.9 points below standard, reflecting an increase of 19.8 points from the 2023 baseline. Hispanic students improved to 19.2 points below

standard, SED students improved to 24.1 points below standard, SWD improved to 60.1 points below standard, and ELs improved to 32.3 points below standard. The data demonstrate substantial academic growth across student groups and a transition from prior "Medium" performance levels. MCA continues to prioritize mathematics achievement through intervention cycles, data driven instruction, MTSS supports, and expanded small group interventions to further improve outcomes for all students and significant student groups.

English Learner Progress Indicator
According to the California Dashboard, MCA's English Learner Progress Indicator ("ELPI") improved significantly from 2023 to 2024 before declining slightly in 2025 to the "Low" level while remaining above the State average. In 2023, 48.4% of ELs made progress toward English language proficiency. In 2024, performance increased to 54.7% of ELs making progress, exceeding the State average of 45.7%. In 2025, 46.9% of ELs made progress toward English proficiency, slightly above the State average of 46.4%. In addition, MCA's English Learner reclassification rate increased significantly from 7% in 2022-23 to 16.85% in 2024-25. MCA continues to strengthen designated and integrated ELD instruction, LTEL prevention systems, newcomer supports, and intervention programs to further improve English language acquisition and academic achievement for ELs.

Suspension Rate
According to the 2025 California Dashboard, MCA maintained an overall suspension rate classified as "Very Low" at 0.1%, with all significant student groups also performing at the "Very Low" level. Hispanic students, ELs, and SED students each maintained suspension rates of 0.1%, while SWD and ELs had suspension rates of 0%. These results demonstrate MCA's strong commitment to positive school climate, restorative practices, student engagement, and behavioral supports. MCA will continue implementing schoolwide positive behavior systems, attendance incentives, counseling supports, and social emotional learning programs to maintain low suspension rates and ensure a safe, supportive learning environment for all students.

Chronic Absenteeism Rate
According to the 2025 California Dashboard, MCA's overall chronic absenteeism rate was 25.4%, classified at the "Very High" level. Hispanic students had a chronic absenteeism rate of 24.9%, SED students had a rate of 26.4%, SWD had a rate of 20.3%, and ELs had a rate of 23.8%. Although rates increased from the prior year, MCA continues to prioritize attendance improvement through attendance incentive programs, family outreach, transportation supports, parent communication, counseling services, and intervention systems designed to strengthen student engagement and daily attendance. MCA remains committed to reducing chronic absenteeism for all students and significant student groups.

Science Performance
According to the 2025 California Dashboard, overall science performance improved to the "High" level, with all students earning 49.5 science points. Hispanic students earned 49.8 science points, SED students earned 48.7 science points, ELs earned 47 science points, and SWD earned 40.3 science points at the "Medium" level. Although CAASPP CAST percent met or exceeded results remain an area for continued growth, MCA demonstrated strong improvement in Dashboard science performance and continued expansion of its Arts and Sciences program, including robotics competitions, science fairs, and hands on science instruction. MCA will continue focusing on increasing science achievement for all students, especially Hispanic students, ELs, SWD, HY, FY, and SED students, through standards aligned NGSS instruction, project-based learning, intervention supports, and expanded science enrichment opportunities.

Local Indicators

According to the 2025 California Dashboard, MCA was identified as "Standard Not Met" for several Local Indicators due to the Local Indicators not being reported on the Dashboard in 2025. In 2024, MCA met all Local Indicators, including Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instructional Materials, and Facilities), Parent and Family Engagement, and Local Climate Survey. MCA will continue implementing systems and processes to ensure all required Local Indicator data and self reflection tools are completed and submitted in a timely manner for future Dashboard reporting cycles.

LREBG Funds
MCA expended all Learning Recovery Emergency Block Grant ("LREBG") funds during the 2024-25 academic year. The funds supported learning recovery efforts, intervention programs, expanded student supports, and academic services designed to address unfinished learning and the ongoing academic and social emotional impacts experienced by students following the COVID-19 pandemic. MCA utilized these resources to strengthen intervention systems, increase student access to targeted academic support, and improve overall student outcomes. During the 2025-26 school year, MCA received $79,102 in LREBG funds that will continue sustaining many of these supports through other available funding sources, including intervention teachers, MTSS supports, targeted small group instruction, expanded academic interventions, counseling and wellness services, afterschool supports, and attendance and engagement initiatives designed to accelerate student achievement and improve overall student well-being.

Title Funds
During 2025-26, MCA used Title I funds to support Goal 1, Action 2, Staff: Classified Staff, Certificated Teachers and Administrators. These funds supported staffing and academic supports for students. In 2026-27, Title I funds will continue to support this action to strengthen instruction, intervention, and student academic achievement. Title II funds were used and will continue to be used for Goal 1, Action 3, Professional Development & Conferences, to build staff capacity in data driven instruction, differentiated instruction, supports for ELs and SWD, inclusion practices, and technology integration. Title IV funds were used and will continue to be used for Goal 1, Action 6, Technology, to support instructional technology, digital learning resources, classroom technology, and student access to technology-based learning supports.

Community Schools Grant
The Community Schools Grant was used and will continue to be used for Goal 2, Action 3, Community Schools Parent Engagement & Trainings, to expand parent outreach, trainings, family resources, and community engagement.

Expanded Learning Opportunities Program
ELOP funds were used and will continue to be used for Goal 4, Action 1, Summer School Interventions for ELA/ELD, and Goal 5, Action 1, Summer School Interventions for Math, to provide expanded learning, intervention, and academic support focused on student growth in ELA, ELD, and mathematics.

Reflections: Technical Assistance

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

Charter School Performance Category
Montague Charter Academy ("MCA") has been classified in the Middle Performing Category for Charter Schools across the State by the California Department of Education ("CDE").

ESSA Assistance Status
MCA has "No Status" for ESSA assistance based on overall student performance and improvement across multiple indicators, including ELA Performance, Mathematics Performance, English Learner Progress, and Suspension Rate. MCA also was not identified for Comprehensive Support and Improvement ("CSI"), Additional Targeted Support and Improvement ("ATSI"), or Targeted Support and Improvement ("TSI").

LCFF Charter School Assistance Status
MCA is in General Assistance status based on the 2025 Dashboard results and continued improvement across academic and climate indicators. MCA demonstrated strong improvement in ELA, Mathematics, Science, and English Learner outcomes while maintaining a "Very Low" Suspension Rate for all student groups. ELs demonstrated particularly strong growth, increasing 27.5 points in ELA performance and 19.8 points in Mathematics performance from the 2023 baseline. In addition, MCA significantly increased EL reclassification rates while improving targeted intervention systems, designated and integrated ELD instruction, and MTSS supports.

MCA remains committed to providing interventions and supports to all students, especially Hispanic students, ELs, SWD, HY, FY, and SED students, through expanded academic interventions, counseling and wellness services, attendance improvement initiatives, and strong family and community engagement practices. MCA appreciates the collaborative efforts of the MCA staff, families, Board, and LAUSD representatives in supporting continuous improvement efforts and sustainable systems designed to meet the diverse needs of the Pacoima community.

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.

Montague Charter Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Support for Identified Schools

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

Montague Charter Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Montague Charter Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians	Parents/Guardians had multiple opportunities to engage in the development of the LCAP through bimonthly SSC meetings 5/26/26, ELAC meetings 4/23/26, and monthly Coffee with the Principal meetings. In addition, the annual LCAP Survey was administered during April and May to gather parent/guardian feedback regarding the LCAP goals, actions, services, and overall satisfaction with the Charter School's educational program.
Students	Students in grades 2-5 participated in the annual LCAP survey administered in April and May to provide feedback regarding school safety, connectedness, engagement, and overall satisfaction with the educational program. Student feedback informed the development of the LCAP goals, actions, and services.
Teachers	The LCAP was consistently monitored throughout the 2025-26 academic year. Weekly dedicated time for professional development, including grade level collaboration, schoolwide meetings, and committee work, allowed teachers to analyze State performance data and iReady assessment results to identify areas for improvement and determine supports for various student groups. Teachers and administrators reflected on the effectiveness of the implementation of actions and services and provided feedback to inform development of the 2026-27 LCAP. 4/28/26 In addition, the annual LCAP Survey was administered during April and May to gather teacher feedback regarding the LCAP goals, actions, services, professional development needs, school culture and climate, and the overall academic program.

Educational Partner(s)	Process for Engagement
Staff	Staff and administrators participated in the development of the 2026-27 LCAP through ongoing collaboration and review of student performance data, implementation of actions and services, and identification of areas of need and continuous improvement. In addition, the annual LCAP Survey was administered during April and May to gather staff feedback regarding the LCAP goals, actions, services, professional development needs, school culture and climate, and the overall academic program. 4/28/26
Administrators	Administrators participated in the development of the 2026-27 LCAP through ongoing review of CAASPP results, Dashboard indicators, local assessment data, attendance data, discipline data, and implementation of LCAP actions and services. The administrative team analyzed student performance trends, identified areas of need, evaluated progress toward expected outcomes, and collaborated on priorities for continuous improvement. In addition, the annual LCAP Survey was administered during April and May to gather administrator feedback regarding the LCAP goals, actions, services, professional development needs, school culture and climate, and the overall academic program. 5/28/26
Board of Directors	The Charter School Board monitored implementation of the LCAP throughout the 2025-26 academic year through regular updates regarding CAASPP results, Dashboard indicators, local assessment data, and progress toward implementation of LCAP actions and services. The Board reviewed areas of strength, identified areas for continuous improvement, and monitored progress toward expected student outcomes.
SELPA	The Charter School consulted with its SELPA through the LAUSD Charter Operated Programs office to ensure that specific actions and services for students with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). A copy of the LCAP was provided to the SELPA Specialist for review and feedback on 5/27/26.
Local Bargaining Unit (Certificated)	The Charter School engaged in consultation with the local bargaining unit during an LCAP Engagement meeting held on 4/28/26. During the meeting, student performance data, Dashboard indicators, LCAP goals, actions, and services were reviewed and discussed. Feedback from certificated staff representatives was considered in the

Educational Partner(s)	Process for Engagement
	development of the LCAP and the identification of priorities for continuous improvement.
Local Bargaining Unit (Classified)	The Charter School engaged in consultation with the local bargaining unit during an LCAP Engagement meeting held on 4/28//26. During the meeting, student performance data, Dashboard indicators, LCAP goals, actions, and services were reviewed and discussed. Feedback from certificated staff representatives was considered in the development of the LCAP and the identification of priorities for continuous improvement.
School Site Council	LCAP was presented to the School Site Council in accordance with Education Code Section 52062(a)(1). 5/26/26 The Principal/Superintendent responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the English Learner Advisory Committee in accordance with Education Code Section 52062(a)(1). 4/23/26 The Principal/Superintendent responded to all comments in writing.
Public Comment Period	5/8/26-5/20/26 The Charter School provided notification to members of the public regarding the opportunity to submit comments related to specific actions and expenditures proposed for inclusion in the LCAP in accordance with Education Code section 52062(a)(3). The Principal/Superintendent responded to all comments received in writing.
Public Hearing of the LCAP by the Board of Directors	The Charter School held at least one public hearing on 5/7/26 with the Board in accordance with Education Code section 52062(b)(1). The Principal/Superintendent responded to all comments in writing.
Adoption of the LCAP and the Budget by the Board of Directors	The Budget Overview for Parents, Goal Analysis, Budget, and LCAP were adopted by the Board on 5/28/26 in accordance with Education Code section 52062(b)(2).
Review of the Local Indicators by the Board of Directors	The progress on Local Indicators was presented to and reviewed by the Board. 5/28/26 accordance with Education Code section 52062(b)(2).

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

Educational partner feedback significantly influenced the development of the 2026-27 LCAP and the continued prioritization of actions and services at MCA. Feedback gathered from parents/guardians, students, teachers, classified staff, administrators, SSC, ELAC, the local bargaining unit, SELPA representatives, and the Board consistently emphasized the importance of maintaining strong academic interventions

and supports in ELA and mathematics, improving chronic absenteeism, expanding social emotional and wellness supports, strengthening English Learner services, maintaining a safe and positive school climate, and continuing opportunities connected to MCA's arts and sciences theme.

Parents and families expressed strong support for expanded communication, parent engagement opportunities, attendance supports, counseling services, and intervention programs to address unfinished learning and student wellness needs. Teacher, staff, and administrator feedback emphasized the importance of continued professional development, collaborative planning time, MTSS interventions, targeted supports for ELs and SWD, and the use of iReady and State assessment data to inform instruction and interventions. Student survey feedback highlighted the importance of school connectedness, safety, positive relationships with staff, and engaging enrichment opportunities, including robotics, science fairs, visual arts, and music programs.

As a result of educational partner feedback and analysis of student outcome data, MCA continued to prioritize actions and services focused on academic intervention, attendance improvement, positive behavior supports, counseling and wellness services, expanded family engagement, professional development, English Learner interventions, and arts and sciences enrichment opportunities. Feedback from educational partners also reinforced the importance of maintaining a welcoming, inclusive, and student-centered learning environment while continuing to strengthen systems that support the academic and social emotional success of all students, particularly Hispanic students, ELs, SWD, HY, FY, and SED students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain high standards for our community focused on providing a safe, nurturing learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments, and targeted interventions/supports.	Maintenance of Progress 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.

MCA developed this goal to ensure that all students continue to have access to the foundational conditions needed for high academic achievement, including safe and well maintained facilities, appropriately assigned teachers, standards aligned instructional materials, a broad course of study, technology access, high quality assessments, and targeted interventions. This goal is especially important because MCA serves a high needs student population, including approximately 87% SED, 43% ELs, and 13% SWD. While MCA has maintained strong conditions for learning, including a “Good” facilities rating, 100% student and teacher access to age appropriate devices, and continued access to standards aligned curricula, the Charter School also identified areas requiring continued attention, including local indicators that were not reported in 2025 and the need to strengthen academic outcomes for student groups. The goal also reflects MCA’s commitment to sustaining effective staffing, professional development, data driven instruction, iReady and other formative assessments, technology based learning supports, and MTSS interventions so that students receive the academic, social emotional, and instructional supports needed to make progress toward grade level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities in Good Repair (Facility Inspection Tool – FIT) [Priority 1]	"Good" 2023-24 Source: February 2024 FIT Report (SARC)	"Good" 2024-25 Source: January 2025 FIT Report (SARC)	"Good" 2025-26 Source: January 2026 FIT Report (SARC)	"Good" 2026-27 Source: January 2027 FIT Report (SARC)	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Fully Credentialed Teachers and Appropriately Assigned [Priority 1]	40.5 FTE 86.4% Clear Credential 0.0% Out-of-Field 0.0% Intern 13.6% Ineffective/Preliminary Credential 0.0% Incomplete 0.0% Unknown Source: 2021-22 DataQuest Teaching Assignment Monitoring Outcomes	40.0 FTE 90.0% Clear Credential 0.0% Out-of-Field 2.5% Intern 5.0% Ineffective/Preliminary Credential 2.5% Incomplete 0.0% Unknown Source: 2022-23 DataQuest Teaching Assignment Monitoring Outcomes	42.0 FTE 90.5% Clear Credential 2.04% Out-of-Field 0.0% Intern 4.8% Ineffective/Preliminary Credential 2.4% Incomplete 0.0% Unknown Source: 2023-24 DataQuest Teaching Assignment Monitoring Outcomes	100% of teachers fully credentialed and appropriately assigned 90% Clear Credential 0.0% Out-of-Field 0.0% Intern 10% Ineffective/Preliminary Credential 0.0% Incomplete 0.0% Unknown Source: 2024-25 DataQuest Teaching Assignment Monitoring Outcomes	Clear Credential - Increased 4.1% Out-of-Field - Increased 2.04% Intern - Remained 0.0% Ineffective/Preliminary Credential - Declined 8.8% Incomplete - Increased 2.4% Unknown - Remained 0.0%
1.3	Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard [Priority 2]	"Standard Met" ELA CCSS 5 ELD 4 MATH CCSS 5 NGSS 5 HISTORY 4 Source: 2023 Dashboard Local Indicator: Implementation of Academic Standards Policy	"Standard Met" ELA CCSS 5 ELD 4 MATH CCSS 5 NGSS 5 HISTORY 4 Source: 2024 Dashboard Local Indicator: Implementation of Academic Standards Policy	"Standard Not Met" NOT REPORTED ELA CCSS 5 ELD 5 MATH CCSS 5 NGSS 5 HISTORY 4 Source: 2025 Dashboard Local Indicator: Implementation of Academic Standards Policy	"Standard Met" ELA CCSS 5 ELD 5 MATH CCSS 5 NGSS 5 HISTORY 5 Source: 2026 Dashboard Local Indicator: Implementation of Academic Standards Policy	Declined Local Indicators NOT Reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Access to standards-aligned curricular and instructional materials [Priority 1]	"Standard Met" 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, and history) Source: 2023 Dashboard Local Indicator: Basics - Instructional Materials	"Standard Met" 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, and history) Source: 2024 Dashboard Local Indicator: Basics - Instructional Materials	"Standard Not Met" NOT REPORTED 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, and history) Source: 2025 Dashboard Local Indicator: Basics - Instructional Materials	"Standard Met" 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, and history) Source: 2026 Dashboard Local Indicator: Basics - Instructional Materials	Declined Local Indicators NOT Reported
1.5	Student Access to Broad Course of Study (i.e., Spanish, Art, Physical Education) [Priority 7]	"Standard Met" 100% of students have access to a broad course of study Source: 2023 Dashboard Local Indicator: Access to Broad Course of Study	"Standard Met" 100% of students have access to a broad course of study Source: 2024 Dashboard Local Indicator: Access to Broad Course of Study	"Standard Not Met" NOT REPORTED 100% of students have access to a broad course of study Source: 2025 Dashboard Local Indicator: Access to Broad Course of Study	"Standard Met" 100% of students have access to a broad course of study Source: 2026 Dashboard Local Indicator: Access to Broad Course of Study	Declined Local Indicators NOT Reported
1.6	Sufficient Technology to leverage digital learning platforms for support/intervention [Priority 8]	100% Teachers and students provided with an age-appropriate school-issued device	100% Teachers and students provided with an age-appropriate	100% Teachers and students provided with an age-appropriate	100% Teachers and students provided with an age-appropriate	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(e.g., K-2 iPads, 3-5 Chromebooks) Source: 2023 Local Inventory	school-issued device Source: 2024 Local Inventory	school-issued device Source: 2025 Local Inventory	school-issued device Source: 2026 Local Inventory	

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, the actions for Goal 1 were implemented as planned. Facility leases, insurance, security, and maintenance were implemented, and MCA maintained adequate facilities that are safe, clean, and conducive to quality instruction. Staffing for classified staff, certificated teachers, and administrators was implemented, and MCA remained fully staffed due to competitive salaries, positive working conditions, and the ability to retain and hire talented staff. Professional development and conferences were implemented to strengthen staff capacity in data driven instruction, differentiated instruction, supports for ELs and SWD, inclusion practices, technology integration, and the continued enhancement of the arts and sciences program. The system of formative and summative assessments was implemented through iReady, DIBELS, SBAC IABs, NWEA Science, and OLSAT to monitor student growth, identify needs, and inform instructional decisions and interventions. Core curriculum, digital resources, student learning supplies, and manipulatives were implemented to ensure students and teachers had access to standards aligned materials and supplemental resources to support engagement and achievement in ELA, ELD, mathematics, science, and history. Technology was implemented, and MCA continued to maintain software licenses, student and staff devices, classroom technology, and infrastructure to support instruction, intervention, student engagement, and 21st century learning. These actions supported MCA's continued focus on maintaining strong conditions for learning while providing students with high quality curricula, assessments, technology, staffing, and targeted instructional supports.

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

The following action had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 2 (Staffing: Classified Staff, Certificated Teachers and Administrators): Actual expenditures $9,267,331; Budgeted Expenditures: $6,983,624. This is an increase of 33% of budgeted expenditure. This action was Increased due to higher than projected staffing costs needed to maintain core instructional, student support, and operational services. Actual expenditures exceeded budgeted expenditures primarily because the Charter School required additional certificated, classified, and administrative staffing support to address student needs, maintain appropriate supervision and services, support intervention and special education implementation, and respond to increased personnel costs, including salaries, benefits, vacancies filled during the year, and staffing adjustments necessary to sustain daily operations. These expenditures were necessary to ensure students continued to receive consistent instruction, academic support, supervision, and schoolwide services.

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

Overall, the actions for Goal 1 were effective as planned. Facility leases, insurance, security, and maintenance were effective, and MCA maintained adequate facilities that are safe, clean, and conducive to quality instruction. Staffing for classified staff, certificated teachers, and administrators was effective, and MCA remained fully staffed due to competitive salaries, positive working conditions, and the ability to retain and hire talented staff. Professional development and conferences were effective in strengthening staff capacity in data driven instruction, differentiated instruction, supports for ELs and SWD, inclusion practices, technology integration, and the continued enhancement of the arts and sciences program. The system of formative and summative assessments was effective through iReady, DIBELS, SBAC IABs, NWEA Science, and OLSAT to monitor student growth, identify needs, and inform instructional decisions and interventions. Core curriculum, digital resources, student learning supplies, and manipulatives were effective in ensuring students and teachers had access to standards aligned materials and supplemental resources to support engagement and achievement in ELA, ELD, mathematics, science, and history. Technology was effective, and MCA continued to maintain software licenses, student and staff devices, classroom technology, and infrastructure to support instruction, intervention, student engagement, and 21st century learning. These actions supported MCA's continued focus on maintaining strong conditions for learning while providing students with high quality curricula, assessments, technology, staffing, and targeted instructional supports.

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.

The goal, metrics, and actions will continue for 2026-27.

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	Facility: Leases, Insurance, Security and Maintenance	MCA operates on a conversion sole occupant LAUSD school site which has additional modular classrooms to accommodate the enrollment needs of the TK-5 instructional program. The facility use agreement with LAUSD includes plant management/maintenance. Maintain adequate facilities that are safe, clean and conducive to supporting quality instruction and promote pride in the school.	$891,600.00	No
1.2	Staffing: Classified Staff, Certificated	Maintain adequate certificated and classified staff to support the various academic and social-emotional needs of the students enrolled in grades TK through 5.	$6,777,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teachers and Administrators			
1.3	Professional Development & Conferences	Our staff development focuses on addressing the needs of our student subgroups, analyzing data and enhancing our Arts and Sciences Program. Continue Professional Development to improve staff capacity for increasing student achievement: - Using data to drive instructional decision-making, interventions and differentiated instruction (small/flexible groupings) - Differentiated instruction for diverse learners (Special Education, English learner focus) - Inclusion training for core teachers - Use of technology to extend student learning and engagement Additionally, provide staff development on developing a project-based learning program, vertical articulation, and cross-curricular approaches for integrating ELD into arts/sciences.	$50,000.00	Yes
1.4	Assessments: System of Assessments - Formative & Summative	Continue use of “iReady” for reading and mathematics as a verified data source to monitor student growth. These assessments are administered at least three times per year for SBAC-tested grade levels. Additional costs associated with site/student licenses for: - DIBELS for K-1 Reading by Amplify LCFF - i-Ready for ELA and math grades K-5 - SBAC IBA (grades 3-5) - NWEA Science for internal assessment for grades 4 & 5 - OLSAT for identification of gifted/talented		No
1.5	Core Curriculum including digital resources; Student Learning Supplies & Manipulatives	Annual replenishment of consumable resources for elementary students; purchase of software to support English learners; learning supplies and supplemental instructional materials to increase student engagement and achievement in NGSS/CCSS.	$247,500.00	No
1.6	Technology	Maintain software licenses and technology in working order for classroom instruction (e.g., student devices, projectors, document cameras, SmartBoards), as well as teachers, administrators. Aligned to the site	$92,500.00	No

Action #	Title	Description	Total Funds	Contributing
		technology plan replacement of technology/ infrastructure to ensure classroom instructional technology is aligned to 21st century teaching and learning (e.g., smartboards, projectors, document cameras, laptops).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide opportunities to maximize engagement in the school's mission/vision, and support from parents/community members to be engaged, active participants in the school.	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.

MCA developed this goal to strengthen family and community engagement in the Charter School's mission, vision, and educational program. MCA has a strong relationship with the Pacoima community and has established multiple opportunities for parent input and participation, including SSC, ELAC, Coffee with the Principal, LCAP surveys, Community Schools meetings, parent trainings, and regular communication with families. This goal was developed to build on those strengths while further empowering parents and guardians to participate in decision making, leadership, and activities that support student success. The goal is also responsive to continued engagement and climate needs reflected in the LCAP, including the need to improve chronic absenteeism, maintain very low suspension and expulsion rates, increase parent and student connectedness, and ensure that families feel informed, welcomed, and supported. By focusing on parent involvement, attendance, school climate, communication, social emotional well-being, and community partnerships, MCA seeks to ensure that students, families, staff, and community members are active partners in creating a safe, connected, and supportive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent opportunities for input in decision-making [Priority 3]	2023-24 Opportunities for parent input in decision-making: • 9 SSC Meetings • 4 ELAC Meetings • 9 Coffee with the Principal	2024-25 Opportunities for parent input in decision-making: • 9 SSC Meetings • 4 ELAC Meetings	2025-26 Opportunities for parent input in decision-making: • 4 SSC Meetings • 4 ELAC Meetings	2026-27 Opportunities for parent input in decision-making: • 4 SSC Meetings • 4 ELAC Meetings	Met Target -5 fewer SSC -Same Number ELAC -3 fewer Coffee with the Principal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source - 2023-24 Local Data	• 9 Coffee with the Principal Source - 2024-25 Local Data	• 6 Coffee with the Principal Source - 2025-26 Local Data	• 6 Coffee with the Principal Source - 2026-27 Local Data	
2.2	Chronic Absenteeism Indicator - CA Dashboard [Priority 5]	"Red/Very High" All: "Red" 28.7% HISP: "Red" 28.5% SED "Red" 29.1% SWD "Red" 26.5% EL "Orange" 25.9% Source: 2023 Dashboard	"Yellow/Medium" All: "Yellow" 23.6% HISP: "Yellow" 23.3% SED: "Yellow" 25% SWD: "Orange" 20.8% EL: "Yellow" 19.5% Source: 2024 Dashboard	"Red/Very High" All: "Red" 25.4% HISP: "Red" 24.9% SED: "Red" 26.4% SWD: "Orange" 20.3% EL: "Red" 23.8% Source: 2025 Dashboard	"Yellow/Medium" All: 8% HISP: 8% SED: 8% SWD: 8% EL: 8% Source: 2026 Dashboard	Target Not Met Increased from Year 1, 2023-24 All: Declined 3.3% HISP: Declined 3.6% SED: Declined 2.7% SWD: Declined 6.2% EL: Declined 2.1%
2.3	Suspension Rate Indicator - CA Dashboard [Priority 6]	"Blue/Very Low" All: "Blue" 0.2% HISP: "Blue" 0.2% SED "Blue" 0.3% SWD "Green" 0.8% EL "Blue" 0.5% Source: 2023 Dashboard	"Blue/Very Low" All: "Blue" 0% HISP: "Blue" 0% SED "Blue" 0% SWD "Blue" 0% EL "Blue" 0% Source: 2024 Dashboard	"Blue/Very Low" All: "Blue" 0.1% HISP: "Blue" 0.1% SED "Blue" 0.1% SWD "Blue" 0% EL "Blue" 0% Source: 2025 Dashboard	"Blue/Very Low" All: "Blue" <0.2% HISP: "Blue" <0.2% SED "Blue" <0.2% SWD "Blue" <0.2% EL "Blue" <0.2% Source: 2026 Dashboard	Target Met All: Declined 0.1% HISP: Declined 0.1% SED Declined 0.2% SWD Declined 0.8% EL Declined 0.5%
2.4	Expulsion Rate [Priority 6]	0% Expulsion Rate Source: 2022-23 DataQuest, Expulsion Rate	0% Expulsion Rate Source: 2023-24 DataQuest, Expulsion Rate	0% Expulsion Rate Source: 2024-25 DataQuest, Expulsion Rate	0% Expulsion Rate Source: 2025-26 DataQuest, Expulsion Rate	Target Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Parent Surveys Participation rate • Satisfaction with safety • Satisfaction with instructional program • Satisfaction with involvement/ welcoming [Priorities 3 & 6]	40% Parent participation 95% Satisfaction with safety 92% Satisfaction with instructional program 90% Satisfaction with involvement/ welcoming Source: Local School Survey administered April 2024)	40% Parent Participation 96% Satisfaction with safety 94% Satisfaction with instructional program 96% Satisfaction with involvement/welcoming Source: Local School Survey administered April 2025	20% Parent Participation 90% Satisfaction with safety 94% Satisfaction with instructional program 95% Satisfaction with involvement/welcoming Source: Local School Survey administered May 2026	>50% Parent Participation >90% Satisfaction with safety >90% Satisfaction with instructional program >90% Satisfaction with involvement/welcoming Source: Local School Survey administered April 2027	Did Not Meet Target for Parent Participation Met Target for Safety, Instructional Program, and Involvement/Welcoming Parent Participation-Declined 20% Satisfaction with safety-Declined 6% Satisfaction with instructional program - Maintained % Satisfaction with involvement/welcoming - Declined 1%
2.6	Student Surveys (grades 2-5) Participation in survey including measure of safety and connectedness • Safety • Connectedness [Priority 6]	95% Student Participation 95% Feel safe 95% Feel connected Source: Local School Survey administered April 2024	92% Student Participation 96% Feel safe 92% Feel connected Source: Local School Survey administered April 2025	95% Student Participation 94% Feel safe 90% Feel connected Source: Local School Survey administered May 2026	>95% Student Participation >90% Feel safe >90% Feel connected Source: Local School Survey administered April 2027	Met Target for Participation, Safety, and Connectedness Student Participation-Increased 3% Feel safe - Declined 2% Feel Connected - Declined 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Teacher Surveys Participation rate • Supports collegiality • Safety [Priority 6]	85% Staff participation • Supports collegiality • Safety Source: Local School Survey administered April 2024	61% Staff participation 93% Supports collegiality 96% Safety 93% Food Program Source: Local School Survey administered April 2025	60% Staff participation 90% Supports collegiality 93% Safety 92% Food Program Source: Local School Survey administered May 2026	>90% Teacher Participation >90% School supports collegiality >90% Feel safe >90% Food Program Source: Local School Survey administered April 2027	Did Not Meet Target for Staff Participation Met Target for Collegiality, Safety, and Food Program Collegiality- Declined 1% Supports Collegiality- Declined 3% Safety - Declined 3% Food Program - Declined 1%

Goal Analysis [2025-26]

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

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

Overall, the actions for Goal 2 were implemented as planned. The Positive Behavior Plan and Program was implemented to improve student engagement, attendance, positive behavior, and connectedness, including attendance incentives, behavioral supports, and family outreach for students experiencing attendance challenges. Social Emotional Well Being and Wellness was implemented through continued counseling support and the use of the Second Step curriculum to support student well being, safety, and positive relationships. Community Schools parent engagement and trainings were implemented to expand parent outreach, provide workshops and resources, support families in understanding academic standards, assessments, instructional platforms, and student data, and strengthen parent capacity to support students academically and emotionally. Communications, surveys, and translation services were implemented through parent, teacher, student, and staff surveys, ParentSquare, newsletters, website updates, bilingual translation support, and regular home to Charter School communication. These actions supported MCA's continued focus on increasing parent and community engagement, improving chronic absenteeism, maintaining very low suspension and expulsion rates, and ensuring that students and families feel safe, connected, informed, and welcomed as active participants in the Charter School community.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between the 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.

Overall, the actions for Goal 2 were effective as planned. The Positive Behavior Plan and Program was effective in improving student engagement, attendance, positive behavior, and connectedness, including attendance incentives, behavioral supports, and family outreach for students experiencing attendance challenges. Social Emotional Well Being and Wellness was effective through continued counseling support and the use of the Second Step curriculum to support student well being, safety, and positive relationships. Community Schools parent engagement and trainings were effective in expanding parent outreach, providing workshops and resources, supporting families in understanding academic standards, assessments, instructional platforms, and student data, and strengthening parent capacity to support students academically and emotionally. Communications, surveys, and translation services were effective through parent, teacher, student, and staff surveys, ParentSquare, newsletters, website updates, bilingual translation support, and regular home to Charter School communication. These actions supported MCA's continued focus on increasing parent and community engagement, improving chronic absenteeism, maintaining very low suspension and expulsion rates, and ensuring that students and families feel safe, connected, informed, and welcomed as active participants in the Charter School community.

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.

The goal, metrics, and actions will continue for 2026-27.

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	Positive Behavior Plan/Program to improve Student Engagement and Attendance	Using the MCA Positive Behavior Program, expand the focus to include incentives for improved attendance and consistent attendance during designated periods during the academic year. Program will also promote positive behaviors and social interactions, and provide behavioral interventions for students who are not experiencing success.The attendance clerk will develop relationships with families to improve "connectedness" and improve attendance.		No

Action #	Title	Description	Total Funds	Contributing
2.2	Social-Emotional Well-Being and Wellness	Continue in-house social emotional learning curriculum to address student well-being by the two counselors for the academic year using 2nd Step Curriculum.	$260,000.00	No
2.3	Community Schools Parent Engagement & Trainings	Through the expansion of the community engagement to include Community Schools Program, commit to increasing community outreach and opportunities for parents to learn how to support their child(ren) academically and emotionally. Monthly CSSP meetings for parents on topics ranging from academic standards, state assessments, supporting the child at home, computer training, parenting, community resources, ESL classes through Mission College, understanding data/ platforms for instruction. The Parent Center Director will provide parent workshops geared to the needs of EL families in coordination with ELAC.	$73,026.00	No
2.4	Communications, Surveys and Translation Services	Revisit and modify outreach surveys for feedback purposes (e.g., parents, teachers, students, staff) using Google Survey and Survey Monkey to align with specific purposes such as Community Schools and LCAP input. Develop consistent means of regular communication between school-home using a variety of tools such as ParentSquare, newsletters, website bulletins to increase parent awareness and involvement. Provide supplemental pay for bilingual classified staff members who can serve as translators for in-person parent meetings, home visits, and provide support for translation of written communications.	$7,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop interventions and practices to support English Learner achievement and create systems to monitor and track progress through data analysis and collaboration between teams. By providing increased access to interventions and practices to strengthen student learning and progress toward English mastery.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MCA developed this goal to strengthen systems, interventions, and instructional practices that support EL achievement and progress toward English language proficiency. This goal is especially important because ELs represent a significant portion of MCA's student population, and the majority of ELs are Spanish speakers. The LCAP data show both strengths and continued needs for ELs. MCA's reclassification rate increased to 16.85%, exceeding the target of greater than 15%, and EL performance improved in ELA and mathematics, including an increase in ELA DFS from 61.5 points below standard to 34 points below standard and mathematics growth to Green on the Dashboard. However, the English Learner Progress Indicator declined from 54.7% to 46.9% of ELs making progress toward English language proficiency, and iReady stretch growth targets in reading and mathematics were not met. Therefore, MCA developed this goal to continue focused support for ELs through LTEL prevention, newcomer support, designated ELD, data analysis, targeted Tier 2 intervention, intensive Tier 3 intervention, and collaboration among staff. These actions are intended to ensure ELs receive the language development, academic intervention, and progress monitoring needed to increase achievement, improve English proficiency, and close persistent performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator (ELPI) - CA Dashboard [Priority 4]	"Orange/Low" 48.4% English learners making progress towards English language proficiency	"Green/High" 54.7% English learners making progress towards English language proficiency	"Orange/Low" 46.9% English learners making progress towards English language proficiency	"Green/High" >55% English learners making progress towards English language proficiency	Declined 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 Dashboard, English Language Progress Indicator State: 48.7%	Source: 2024 Dashboard, English Language Progress Indicator State: 45.7%	Source: 2025 Dashboard, English Language Progress Indicator State: 46.4%	Source: 2026 Dashboard, English Language Progress Indicator	
3.2	English learner Reclassification [Priority 4]	7% Reclassification Rate Source: 2022-23 Local CALPADS reporting	16% Reclassification Rate Source: 2023-24 Local CALPADS reporting	16.85% Reclassification Rate Source: 2024-25 Local CALPADS reporting	>15% Reclassification Rate Source: 2025-26 Local CALPADS reporting	Met Target Increased 9.85%
3.3	English Learner Growth on iReady Reading Assessment Verified Data - BOY to EOY [Priority 8]	ELs BOY-EOY Growth iReady Reading 49% typical growth 18% stretch growth Source: iReady Reading 2023-24	ELs BOY-EOY Growth iReady Reading 51% typical growth 14% stretch growth Source: iReady Reading 2024-25	ELs BOY-EOY Growth iReady Reading 49% typical growth 16% stretch growth Source: iReady Reading 2025-26	ELs BOY-EOY Growth iReady ELA 50% typical growth 25% stretch growth Source: iReady Reading 2026-27	Target Nearly Met Typical Growth Target Maintained % Target Not Met Stretch Growth Target Declined 2%
3.4	CA Dashboard ELA Indicator - English Learner DFS [Priority 4]	English Learner "Orange/Low" -61.5 DFS Source: 2023 CA Dashboard 19.20% Met/Exceeded ELA SBAC Source: 2023 CAASPP Results	English Learner "Yellow/Medium" -53.7 DFS Source: 2024 CA Dashboard 8.76% Met/Exceeded ELA SBAC Source: 2024 CAASPP Results	English Learner "Yellow/Medium" -34 DFS Source: 2025 CA Dashboard 22.88% Met/Exceeded ELA SBAC Source: 2025 CAASPP Results	English Learner "Yellow/Medium" -1.5 DFS Source: 2026 CA Dashboard 34.2% Met/Exceeded ELA SBAC Source: 2026 CAASPP Results	Increased 27.5 points DFS Increased 3.68% Percent Met/Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	English Learner Growth on iReady Mathematics Assessment Verified Data- BOY to EOY [Priority 8]	ELs BOY-EOY Growth iReady Mathematics 35% typical growth 8% stretch growth Source: iReady Mathematics 2023-24	ELs BOY-EOY Growth iReady Mathematics 36% typical growth 8% stretch growth Source: iReady Mathematics 2024-25	ELs BOY-EOY Growth iReady Mathematics 38% typical growth 6% stretch growth Source: iReady Mathematics 2025-26	ELs BOY-EOY Growth iReady Mathematics 45% typical growth 18% stretch growth Source: iReady Mathematics 2026-27	Target Not Met Typical Growth Target Increased 3% Target Not Met Stretch Growth Target Declined 2%
3.6	CA Dashboard Mathematics Indicator - English Learner DFS [Priority 4]	English Learner "Yellow/Medium" -52.1 DFS Source: 2023 CA Dashboard 19.6% Met/Exceeded Math SBAC Source: 2023 CAASPP Results	English Learner "Orange/Low" -49.5 DFS Source: 2024 CA Dashboard 17.36% Met/Exceeded Math SBAC Source: 2024 CAASPP Results	English Learner "Green/High" -18.9 DFS Source: 2025 CA Dashboard 25.97% Met/Exceeded Math SBAC Source: 2025 CAASPP Results	English Learner "Green/High" +7.9 DFS Source: 2026 CA Dashboard 34.6% Met/Exceeded Math SBAC Source: 2026 CAASPP Results	Increased 27.5 points DFS Increased 6.37% Percent Met/Exceeded
3.7	CA Science Test (CAST) - English Learners [Priority 4]	English Learner Science not reported on Dashboard 2023 7.50% Met/Exceeded Science CAST Source: 2023 CAASPP Results	English Learner "No Color" -23.3 DFS Source: 2024 CA Dashboard 0% Met/Exceeded Science CAST Source: 2024 CAASPP Results	English Learner "Green/High" 47 science points Source: 2025 CA Dashboard 2.70% Met/Exceeded Science CAST Source: 2025 CAASPP Results	English Learner "Green/High" 50 science points or equal to State Source: 2026 CA Dashboard 22.5% Met/Exceeded Science CAST Source: 2026 CAASPP Results	Increased 4.1 points Declined 4.8% Percent Met/Exceeded

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, the actions for Goal 3 were implemented as planned. Tier 2 Intervention for ELs was implemented through daily afterschool targeted EL support, including At Risk of LTEL and Newcomer interventions provided in small group cycles by certificated teachers. Tier 3 Intensive Intervention was implemented through dedicated intervention teachers providing push in and pull-out support over extended intervention cycles for ELs requiring more intensive academic and language development support. These actions supported MCA's focus on strengthening EL achievement, increasing English language proficiency, improving reclassification outcomes, and using data analysis and collaboration to monitor student progress. The implementation of LTEL prevention, Newcomer support, designated ELD, EL strategies training, classroom observations, and targeted interventions helped provide ELs with increased access to academic support, language development, and progress monitoring aligned to their identified needs.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between the 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.

Overall, the actions for Goal 3 were effective as planned. Tier 2 Intervention for ELs was effective through daily afterschool targeted EL support, including At Risk of LTEL and Newcomer interventions provided in small group cycles by certificated teachers. Tier 3 Intensive Intervention was effective through dedicated intervention teachers providing push in and pull out support over extended intervention cycles for ELs requiring more intensive academic and language development support. These actions supported MCA's focus on strengthening EL achievement, increasing English language proficiency, improving reclassification outcomes, and using data analysis and collaboration to monitor student progress. The effectiveness of LTEL prevention, Newcomer support, designated ELD, EL strategies training, classroom observations, and targeted interventions helped provide ELs with increased access to academic support, language development, and progress monitoring aligned to their identified needs.

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.

The goal, metrics, and actions will continue for 2026-27.

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	Tier 2 Intervention for English Learners	Daily afterschool, targeted EL Support including At-Risk of LTEL & Newcomer interventions in 6-8 week cycles conducted by a certificated teacher for small groups of students (MTSS Tier II).	$410,883.00	Yes
3.2	Tier 3 Intensive Intervention for English Learners	Intensive push in and pull-out intervention services provided by dedicated Intervention Teachers through 16-to-30-week intervention cycles for ELs requiring intensive academic and language development support (MTSS Tier III).	$410,883.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments, academic marks, and state-mandated assessments.	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.

MCA developed this goal to strengthen student growth and achievement in ELA and English language proficiency through consistent progress monitoring, targeted intervention, and data driven instructional decisions. ELA remains a priority because students continue to need support in literacy development, reading comprehension, writing, and standards mastery, particularly following the long term academic impacts of COVID closures. MCA's Goal 4 data show meaningful improvement on the Dashboard ELA Indicator, with all students increasing from Orange at 36.8 points below standard in 2023 to Yellow at 14.7 points below standard in 2025. Student groups also improved, including Hispanic students, SED students, SWD, and ELs. However, iReady Reading data show that only 50% of students met typical growth and 20% met stretch growth, which did not meet the 2026 targets. Therefore, MCA developed this goal to continue focused ELA and ELD supports, including summer intervention, Tier 2 afterschool intervention, and Tier 3 intensive push in and pull-out intervention, so students receive the targeted literacy instruction and progress monitoring needed to move toward meeting or exceeding grade level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Growth on iReady Reading Assessment Verified Data - BOY to EOY [Priority 8]	All Students: iReady Reading Growth (Grades 3-5) 55% typical growth 20% stretch growth Source: iReady, Reading, 2024	All Students: iReady Reading Growth (Grades 3-5) 58% typical growth 22% stretch growth Source: iReady, Reading, 2025	All Students: iReady Reading Growth (Grades 3-5) 50% typical growth 20% stretch growth Source: iReady, Reading, 2026	All Students: iReady Reading Growth (Grades 3-5) 60% typical growth 25% stretch growth Source: iReady, Reading, 2027	Target Not Met Typical Growth Target Declined 5% Stretch Growth Target Maintained 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	English/ Language Arts Indicator - CA Dashboard [Priority 4]	"Orange/Low" DFS All: "Orange" -36.8 HISP: "Orange" -37.4 SED: "Orange" -42.2 SWD: "Orange" -82.7 EL: "Orange" -61.5 Source: 2023 Dashboard, ELA Indicator	"Orange/Low" DFS All: "Orange" -35.6 Hispanic "Orange" -35.7 SED "Orange" -41.5 SWD: "Red" -94.1 EL: "Yellow" -53.7 Source: 2024 Dashboard, ELA Indicator	"Yellow/Medium" DFS All: "Yellow" -14.7 HISP: "Yellow" -14.1 SED: "Yellow" -19.9 SWD: "Yellow" -58.1 EL: "Yellow" -34 Source: 2025 Dashboard, ELA Indicator	"Yellow/Medium" DFS All: "Yellow" +23.2 HISP: "Yellow" +22.6 SED: "Yellow" +17.8 SWD: "Yellow" -22.7 EL: "Yellow" -1.5 Source: 2025 Dashboard, ELA Indicator	Increased one level DFS All: Increased 22.1 points HISP: Increased 23.3 points SED: Increased 22.3 points SWD: Increased 24.6 points EL: Increased 27.5 points

Goal Analysis [2025-26]

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

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

Overall, the actions for Goal 4 were implemented as planned. Summer School Interventions for ELA and ELD were implemented through targeted intervention sessions designed to provide additional literacy and language development support in small groups. Tier 2 Intervention was implemented through daily afterschool, targeted ELA intervention cycles conducted by certificated teachers for small groups of students needing additional support. Tier 3 Intensive Intervention was implemented through dedicated Intervention Teachers providing push in and pull-out support over extended intervention cycles for students requiring more intensive literacy support. These actions supported MCA's focus on increasing ELA achievement, strengthening English language proficiency, using iReady and Dashboard data to monitor growth, and providing targeted academic interventions aligned to student needs. The implementation of smaller group intervention, afterschool support, intensive push in and pull-out services, and ongoing progress monitoring helped provide students with increased access to focused literacy instruction and support toward meeting or exceeding grade level standards.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between the 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.

Overall, the actions for Goal 4 were effective as planned. Summer School Interventions for ELA and ELD were effective through targeted intervention sessions designed to provide additional literacy and language development support in small groups. Tier 2 Intervention was effective through daily afterschool, targeted ELA intervention cycles conducted by certificated teachers for small groups of students needing additional support. Tier 3 Intensive Intervention was effective through dedicated Intervention Teachers providing push in and pull out support over extended intervention cycles for students requiring more intensive literacy support. These actions supported MCA's focus on increasing ELA achievement, strengthening English language proficiency, using iReady and Dashboard data to monitor growth, and providing targeted academic interventions aligned to student needs. The effectiveness of smaller group intervention, afterschool support, intensive push in and pull-out services, and ongoing progress monitoring helped provide students with increased access to focused literacy instruction and support toward meeting or exceeding grade level standards.

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.

The goal, metrics, and actions will continue for 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Summer School Interventions for ELA/ELD	MCA will provide two 3-week sessions of ELA/ELD intervention in groups not to exceed 10 students during the summer.	$245,000.00	No
4.2	Tier 2 Intervention	Daily 6-8 week cycles afterschool, providing targeted ELA interventions by a certificated teacher for small groups of students (MTSS Tier II).	$100,000.00	No
4.3	Tier 3 Intensive	Intensive push in and pull-out intervention services provided by dedicated Intervention Teachers through 16-to-30-week intervention cycles for SED students requiring intensive academic support (MTSS Tier III).	$907,069.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students will demonstrate growth towards meeting or exceeding standards in mathematics and growth in proficiency as demonstrated through local formative assessments, academic marks, and state-mandated assessment.	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.

MCA developed this goal because mathematics remains an ongoing area of focus for increasing student achievement and ensuring that students make measurable progress toward standards mastery. The LCAP notes that COVID related disruptions continued to impact student progress in mathematics, making it necessary for MCA to closely monitor student growth and use multiple data sources to guide instructional decisions and interventions. Goal 5 data show that MCA has made progress, with the Dashboard Mathematics Indicator improving from Yellow at 38.7 points below standard for all students in 2023 to Green at 18.9 points below standard in 2025. Hispanic students, SED students, SWD, and ELs also demonstrated growth. However, iReady Mathematics data show that only 39% of students met typical growth and 12% met stretch growth, which did not meet the Goal 5 targets. Therefore, MCA developed this goal to continue focused mathematics support through summer intervention, Tier 2 afterschool intervention, and Tier 3 intensive push in and pull-out intervention so students receive the targeted instruction, progress monitoring, and additional support needed to improve mathematics proficiency and move toward meeting or exceeding grade level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Growth on iReady Math Assessment Verified Data - BOY to EOY [Priority 8]	iReady Mathematics Growth (Grades 3-5) 38% typical growth 9% stretch growth Source: iReady, Mathematics, 2024	iReady Mathematics Growth (Grades 3-5) 39% typical growth 12% stretch growth	All Students: iReady Mathematics Growth (Grades 3-5) 39% typical growth 12% stretch growth	BOY to EOY Growth iReady Mathematics (Grades 3-5) 50% typical growth 15% stretch growth	Target Not Met Typical Growth - Increased 1% Target Not Met Stretch Growth- Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: iReady, Mathematics, 2025	Source: iReady, Mathematics, 2026		
5.2	Mathematics Indicator - CA Dashboard [Priority 4]	"Yellow/Medium" DFS All: "Yellow" -38.7 HISP: "Yellow" -38 SED: "Yellow" -44.4 SWD: "Yellow" -63.2 EL: "Yellow" -52.1 Source: 2023 Dashboard, Math Indicator	"Yellow/Medium" DFS All: "Yellow" -34.7 HISP: "Orange" -35.3 SED: "Yellow" -41.3 SWD: "Orange" -94.2 EL: "Orange" -49.5 Source: 2024 Dashboard, Math Indicator	"Green/High" DFS All: "Green" -18.9 HISP: "Green" -19.2 SED: "Green" -24.1 SWD: "Yellow" -60.1 EL: "Yellow" -32.3 Source: 2025 Dashboard, Math Indicator	"Green/High" DFS All: "Green" +21.3 HISP: "Green" +22 SED: "Green" +15.6 SWD: "Yellow" -3.2 EL: "Yellow" +7.9 Source: 2026 Dashboard, Math Indicator	All: Increased 19.8 points HISP: Increased 18.8 points SED: Increased 20.3 points SWD: Increased 3.1 points EL: Increased 19.8 points

Goal Analysis [2025-26]

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

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

Overall, the actions for Goal 5 were implemented as planned. Summer School Interventions for Mathematics were implemented through targeted intervention sessions designed to provide additional mathematics support in small groups for designated students based on available data. Tier 2 Intervention was implemented through daily afterschool, targeted mathematics intervention cycles conducted by certificated teachers for small groups of students needing additional support. Tier 3 Intensive Intervention was implemented through dedicated Intervention Teachers providing push in and pull out support over extended intervention cycles for students requiring more intensive mathematics support. These actions supported MCA’s focus on increasing mathematics achievement, using iReady and Dashboard data to monitor growth, and providing targeted academic interventions aligned to student needs. The implementation of smaller group intervention, afterschool support, intensive push in and pull out services, and ongoing progress monitoring helped provide students with increased access to focused mathematics instruction and support toward meeting or exceeding grade level standards.

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

The Mathematics actions were included within the ELA/ELD actions. Therefore, no separate funds were allocated to the Mathematics actions because the related costs were already captured under the ELA/ELD actions. As a result, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, or between the 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.

Overall, the actions for Goal 5 were effective as planned. Summer School Interventions for Mathematics were effective through targeted intervention sessions designed to provide additional mathematics support in small groups for designated students based on available data. Tier 2 Intervention was effective through daily afterschool, targeted mathematics intervention cycles conducted by certificated teachers for small groups of students needing additional support. Tier 3 Intensive Intervention was effective through dedicated Intervention Teachers providing push in and pull out support over extended intervention cycles for students requiring more intensive mathematics support. These actions supported MCA's focus on increasing mathematics achievement, using iReady and Dashboard data to monitor growth, and providing targeted academic interventions aligned to student needs. The effectiveness of smaller group intervention, afterschool support, intensive push in and pull out services, and ongoing progress monitoring helped provide students with increased access to focused mathematics instruction and support toward meeting or exceeding grade level standards.

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.

The goal, metrics, and actions will continue for 2026-27.

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
5.1	Summer School Interventions for Mathematics	Targeted summer intervention cycles two days/week conducted by certificated teachers for designated students based on available data. Provide two 3-week sessions of mathematics intervention in groups not to exceed 10 students during the summer.		No
5.2	Tier 2 Intervention	Daily afterschool, targeted math interventions in 6-8 week cycles conducted by a certificated teacher for small groups of students (MTSS Tier II).		No

Action #	Title	Description	Total Funds	Contributing
5.3	Tier 3 Intensive	Intensive pushin/pullout by dedicated Intervention Teachers 16-30 weeks. Some students have required 2 years in Level 3, but we are seeing on year of growth based on participation in the intensive intervention.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	All students will demonstrate growth towards meeting or exceeding standards in science and growth in proficiency as demonstrated through local formative assessments, academic marks, and state-mandated assessment. Additionally, MCA will renew the focus on the arts and science theme implementation to provide students with standards-aligned instruction and enrichment opportunities in the arts/sciences.	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.

MCA developed this goal to strengthen science achievement while renewing the Charter School's arts and sciences theme through standards aligned instruction, enrichment, and hands on learning opportunities. Goal 6 data show that science remains an important area for continued focus, with 2025 CAST results showing 20% of all students met or exceeded standard, including 20.56% of Hispanic students, 19.53% of SED students, 7.5% of SWD, and 2.7% of ELs. At the same time, MCA exceeded its target for science themed events by expanding from one robotics competition and one science fair to seven robotics competitions and two science fairs, while maintaining arts themed events including music showcases and the spring art gallery. MCA developed this goal to build on these program strengths, deepen collaboration between labs and core classrooms, expand hands on science and arts experiences, and ensure students have access to instruction and enrichment that support growth in science proficiency, creativity, engagement, and standards mastery.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAST (Grade 5) [Priority 4]	Science Indicator not reported Source: 2023 Dashboard, Science Indicator Percent Met/Exceeded All: 20.9%	"No Performance Color" DFS All: -18.6 HISP: -18.7 SED: -20 SWD: -30.1 EL: -23.3	"Green/High" DFS All: "Green" 49.5 science points HISP: "Green" 49.8 science points	Percent Met/Exceeded All: 35.9% HISP: 36.48% SED: 31.67% SWD: 31.67% EL: 22.5%	Percent Met/Exceeded All: Declined 0.9% HISP: Declined 0.92% SED: Increased 2.86% SWD: Declined 9.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HISP: 21.48% SED: 16.67% SWD: 16.67% EL: 7.5% Source: 2023 CAASPP Results	Source: 2024 Dashboard, Science Indicator Percent Met/Exceeded All: 21.17% HISP: 21.48% SED: 19.49% SWD: 9.38% EL: 0.0% Source: 2024 CAASPP Results	SED: "Green" 48.7 science points SWD: "Yellow" 40.3 science points EL: "Green" 47 science points Source: 2025 Dashboard, Science Indicator Percent Met/Exceeded All: 20% HISP: 20.56% SED: 19.53% SWD: 7.5% EL: 2.7% Source: 2025 CAASPP Results	Source: 2026 CAASPP Results	EL: Declined 4.8%
6.2	Science-themed events [Priority 8]	2023-24 Opportunities 1 Robotics Competition 1 Science Fair Source - 2023-24 Local Data	2024-25 Opportunities 1 Robotics Competition 1 Science Fair Source - 2024-25 Local Data	2025-26 Opportunities 7 Robotics Competitions (4 at MCA, 2 off site, 1 State Competition) 2 Science Fairs Source - 2025-26 Local Data	2026-27 Opportunities 1 Robotics Competition 1 Science Fair Source - 2026-27 Local Data	Target Exceeded
6.3	Arts-themed events (Music and Visual Arts) [Priority 8]	2023-24 Opportunities 1 Music Winter Showcase 1 Music Spring Showcase	2024-25 Opportunities 1 Music Winter Showcase	2025-26 Opportunities 1 Music Winter Showcase	2026-27 Opportunities 1 Music Winter Showcase	Target Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1 Spring Art Gallery Source - 2023-24 Local Data	1 Music Spring Showcase 1 Spring Art Gallery Source - 2024-25 Local Data	1 Music Spring Showcase 1 Spring Art Gallery Source - 2025-26 Local Data	1 Music Spring Showcase 1 Spring Art Gallery Source - 2026-27 Local Data	

Goal Analysis [2025-26]

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

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

Overall, the actions for Goal 6 were implemented as planned. Music and Dance were implemented to support arts instruction, student performances, and enrichment opportunities connected to MCA's arts and sciences theme. Visual Arts were implemented to provide students with access to creative, standards aligned arts experiences and opportunities to showcase their learning. Science and Robotics were implemented through hands on science instruction, robotics activities, science fairs, and expanded competition opportunities that strengthened student engagement and application of science concepts. These actions supported MCA's renewed focus on the arts and sciences theme by deepening collaboration between labs and core classrooms, providing students with enrichment opportunities beyond standardized assessments, and supporting growth in science proficiency, creativity, engagement, and standards mastery.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between the 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.

Overall, the actions for Goal 6 were effective as planned. Music and Dance were effective in supporting arts instruction, student performances, and enrichment opportunities connected to MCA's arts and sciences theme. Visual Arts were effective in providing students with access to creative, standards aligned arts experiences and opportunities to showcase their learning. Science and Robotics were effective through hands on science instruction, robotics activities, science fairs, and expanded competition opportunities that strengthened student engagement and application of science concepts. These actions supported MCA's renewed focus on the arts and sciences theme by deepening collaboration between labs and core classrooms, providing students with enrichment opportunities beyond standardized assessments, and supporting growth in science proficiency, creativity, engagement, and standards mastery.

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.

The goal, metrics, and actions will continue for 2026-27.

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
6.1	Music & Dance	Costs associated with this action include additional pay for the credentialed music teacher afterschool, sheet music, recorders, performance props, staging, etc.	$10,000.00	No
6.2	Science Lab/Materials for Investigations	Costs associated with this action include materials, etc.	$10,000.00	No
6.3	Robotics	Costs associated with this action include additional pay for the credentialed science teacher/coach afterschool, robotics materials, tournament registration fees, travel costs, etc.	$70,000.00	No
6.4	Visual Arts	Costs associated with this action include the purchase of materials, and rental of presentation equipment.		No

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
$3,743,608	$499,349

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
42.428%	0.000%	$0.00	42.428%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Staffing: Classified Staff, Certificated Teachers and Administrators **Need:** MCA serves a high needs student population, including approximately 87% SED students and 43% ELs. These students require consistent access to qualified teachers, classified staff, administrators, and support	This action addresses the needs of unduplicated students by maintaining adequate certificated teachers, classified staff, and administrators to support standards aligned instruction, differentiated instruction, progress monitoring, small group support, intervention, supervision, student engagement, and social emotional supports in grades TK through 5. Because unduplicated students represent a significant majority of MCA's enrollment, a schoolwide	Facilities in Good Repair; Teacher Credentialing and Appropriate Assignment Data; Implementation of Academic Standards Local Indicator; Access to Standards Aligned Curricular and Instructional Materials; Student Access to a Broad Course of

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
	personnel who can provide academic instruction, intervention, language development support, supervision, family communication, and social emotional support. Goal 1 data show that MCA maintained a "Good" facilities rating and continued to provide students with access to standards aligned instruction, technology, and a broad course of study. However, the Charter School must continue strengthening implementation of academic standards, access to instructional materials, and staffing systems to ensure that unduplicated students receive the support necessary to make progress toward grade level standards. **Scope:** Schoolwide	staffing model is the most effective way to ensure ELs, SED students, and all students have consistent access to stable instruction, adult support, intervention, and safe, well organized learning environments throughout the Charter School day.	Study; and Sufficient Technology to Leverage Digital Learning Platforms for Support and Intervention
1.3	**Action:** Professional Development & Conferences **Need:** MCA serves a high needs student population, including approximately 87% SED students, 43% ELs, and 13% SWD. These student groups need teachers and staff who are prepared to use data to identify learning needs, provide differentiated instruction, implement interventions, support language development, and create inclusive learning environments. Goal 1 data show continued needs related to implementation of academic standards, access to standards aligned instruction, and the use of technology and	This action addresses the needs of unduplicated students by providing professional development focused on data driven instruction, differentiated instruction, small and flexible groupings, supports for ELs and SWD, inclusion practices, technology integration, vertical articulation, project based learning, and cross curricular approaches that integrate ELD into arts and sciences. Because unduplicated students represent a significant majority of MCA's enrollment, providing professional development schoolwide ensures that all teachers and staff build the skills needed to deliver consistent, high-quality instruction, targeted intervention, and language development support across the TK through 5 instructional program.	Implementation of Academic Standards Local Indicator; Access to Standards Aligned Curricular and Instructional Materials; Student Access to a Broad Course of Study; Sufficient Technology to Leverage Digital Learning Platforms for Support and Intervention; Teacher Credentialing and Appropriate Assignment Data; and Facilities in Good Repair.

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
	assessments to support intervention and student learning. **Scope:** Schoolwide		

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
3.1	**Action:** Tier 2 Intervention for English Learners **Need:** MCA developed this action to address the specific academic and language development needs of ELs, including At Risk of LTEL students and Newcomers. Goal 3 data show that ELs need continued targeted support to increase English language proficiency, improve progress toward reclassification, and strengthen achievement in ELA, mathematics, and science. Although MCA's EL reclassification rate increased to 16.85% and ELs demonstrated gains in ELA and mathematics Dashboard performance, the English Learner Progress Indicator declined to 46.9%, and iReady stretch growth targets in reading and mathematics were not met. These	This action addresses the needs of ELs by providing daily afterschool, targeted EL support in 6 to 8 week intervention cycles conducted by a certificated teacher. The action is designed to provide small group instruction focused on English language development, academic vocabulary, reading and mathematics support, LTEL prevention, and Newcomer intervention. This action will be provided limited to ELs because the identified need is specific to English language acquisition, English Learner Progress, reclassification, and EL achievement outcomes. Limiting the action to ELs allows MCA to provide more focused and intensive support aligned to the language development and academic needs of EL students.	English Learner Progress Indicator; English Learner Reclassification Rate; English Learner Growth on iReady Reading Assessment; CA Dashboard ELA Indicator for ELs; English Learner Growth on iReady Mathematics Assessment; CA Dashboard Mathematics Indicator for ELs; and CA Science Test results for ELs.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	data demonstrate a continued need for targeted, small group intervention for ELs. **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** Tier 3 Intensive Intervention for English Learners **Need:** MCA developed this action to address the needs of ELs who require more intensive academic and language development support than can be provided through core instruction or Tier 2 intervention alone. Goal 3 data show continued needs for ELs in English language proficiency, reading, mathematics, and science. While MCA's EL reclassification rate increased to 16.85% and ELs demonstrated growth in ELA and mathematics Dashboard performance, the English Learner Progress Indicator declined to 46.9%, and iReady stretch growth targets in reading and mathematics were not met. These data indicate the need for intensive, sustained intervention for ELs who are not yet making sufficient progress toward English proficiency or grade level academic standards. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the needs of ELs by providing intensive push in and pull-out intervention services delivered by dedicated Intervention Teachers through 16-to-30-week intervention cycles. The extended intervention cycle allows MCA to provide targeted academic support, language development, progress monitoring, and individualized instruction for ELs requiring Tier 3 support. This action will be provided limited to ELs because the identified need is specific to English language acquisition, English Learner Progress, reclassification, and EL academic achievement. Limiting the action to ELs allows MCA to provide focused, intensive support aligned to the needs of EL students requiring the highest level of intervention.	English Learner Progress Indicator; English Learner Reclassification Rate; English Learner Growth on iReady Reading Assessment; CA Dashboard ELA Indicator for ELs; English Learner Growth on iReady Mathematics Assessment; CA Dashboard Mathematics Indicator for ELs; and CA Science Test results for ELs
4.3	**Action:** Tier 3 Intensive	This action addresses the needs of SED students by providing intensive push in and pull-out intervention services through dedicated	iReady Reading Assessment Data for BOY to EOY growth; CA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: MCA developed this action to address the needs of SED students requiring intensive academic support in ELA. Goal 4 data show that while SED students improved on the Dashboard ELA Indicator from Orange at 42.2 points below standard in 2023 to Yellow at 19.9 points below standard in 2025, SED students continue to perform below standard and need targeted support to accelerate literacy growth. In addition, iReady Reading data for all students showed that 50% met typical growth and 20% met stretch growth, which did not meet the Goal 4 targets. These data demonstrate a continued need for intensive intervention to support SED students in reading, writing, language development, and progress toward grade level standards. **Scope:** Limited to Unduplicated Student Group(s)	Intervention Teachers over 16-to-30-week intervention cycles. The action provides targeted literacy support, small group or individualized instruction, progress monitoring, and additional instructional time for SED students who require Tier 3 academic intervention beyond core instruction and Tier 2 support. This action will be provided limited to SED students because the identified need is specific to SED students who continue to perform below standard in ELA and require more intensive support to close achievement gaps and make progress toward meeting or exceeding grade level standards.	Dashboard ELA Indicator for all students; CA Dashboard ELA Indicator for SED students; CA Dashboard ELA Indicator for ELs, SWD, and Hispanic students, as applicable; and progress toward meeting or exceeding standards in ELA

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase and maintain the number of staff providing direct services to students at Montague Charter Academy, where more than 55% of students are unduplicated pupils. MCA serves a high concentration of SED students and ELs, and the funding will support certificated teachers, classified staff, administrators, intervention staff, counselors, and support personnel who provide direct academic, social emotional, attendance, and intervention services to students.

These added staffing supports will help provide small group instruction, MTSS interventions, ELA/ELD and mathematics support, English Learner services, push-in and pull-out intervention, counseling and wellness services, family outreach, attendance support, and supervision. The purpose of these staffing increases is to improve academic achievement, English language development, student engagement, attendance, and overall access to supports for ELs, SED students, FY, and other high needs students,

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	16:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19:1

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	$8,823,414	3,743,608	42.428%	0.000%	42.428%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,072,494.00	$1,482,059.00	$600,343.00	$408,071.00	$10,562,967.00	$9,179,867.00	$1,383,100.00

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	Facility: Leases, Insurance, Security and Maintenance	All	No			All Schools	2026-27	$0.00	$891,600.00	$801,600.00	$90,000.00			$891,600.00	
1	1.2	Staffing: Classified Staff, Certificated Teachers and Administrators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$6,777,006.00	$0.00	$5,346,372.00	$480,274.00	$600,343.00	$350,017.00	$6,777,006.00	
1	1.3	Professional Development & Conferences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$50,000.00	$12,967.00			$37,033.00	$50,000.00	
1	1.4	Assessments: System of Assessments - Formative & Summative	All	No			All Schools	2026-27								
1	1.5	Core Curriculum including digital resources; Student Learning Supplies & Manipulatives	All	No			All Schools	2026-27	$0.00	$247,500.00	$247,500.00				$247,500.00	
1	1.6	Technology	All	No			All Schools	2026-27	$0.00	$92,500.00	$71,479.00			$21,021.00	$92,500.00	
2	2.1	Positive Behavior Plan/Program to improve Student Engagement and Attendance	All	No			All Schools	2026-27								
2	2.2	Social-Emotional Well-Being and Wellness	All	No			All Schools	2026-27	$246,000.00	$14,000.00	$260,000.00				$260,000.00	
2	2.3	Community Schools Parent Engagement & Trainings	All	No			All Schools	2026-27	$73,026.00	$0.00		$73,026.00			$73,026.00	
2	2.4	Communications, Surveys and Translation Services	All	No			All Schools	2026-27	$0.00	$7,500.00	$7,500.00				$7,500.00	

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	3.1	Tier 2 Intervention for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$410,883.00	$0.00	$238,007.00	$172,876.00			$410,883.00	
3	3.2	Tier 3 Intensive Intervention for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$410,883.00	$0.00		$410,883.00			$410,883.00	
4	4.1	Summer School Interventions for ELA/ELD	All	No			All Schools	2026-27	$245,000.00	$0.00		$245,000.00			$245,000.00	
4	4.2	Tier 2 Intervention	All	No			All Schools Specific Schools: MCA	2026-27	$100,000.00	$0.00	$100,000.00				$100,000.00	
4	4.3	Tier 3 Intensive	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2026-27	$907,069.00	$0.00	$907,069.00				$907,069.00	
5	5.1	Summer School Interventions for Mathematics	All	No			All Schools	2026-27								
5	5.2	Tier 2 Intervention	All	No			All Schools	2026-27								
5	5.3	Tier 3 Intensive	All	No			All Schools	2026-27								
6	6.1	Music & Dance	All	No			All Schools	2026-27	$10,000.00	$0.00		$10,000.00			$10,000.00	
6	6.2	Science Lab/Materials for Investigations	All	No			All Schools	2026-27	$0.00	$10,000.00	$10,000.00				$10,000.00	
6	6.3	Robotics	All	No			All Schools	2026-27	$0.00	$70,000.00	$70,000.00				$70,000.00	
6	6.4	Visual Arts	All	No			All Schools	2026-27								

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
$8,823,414	3,743,608	42.428%	0.000%	42.428%	$6,504,415.00	0.000%	73.718 %	**Total:**	$6,504,415.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,145,076.00
								Schoolwide Total:	$5,359,339.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Staffing: Classified Staff, Certificated Teachers and Administrators	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,346,372.00	
1	1.3	Professional Development & Conferences	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,967.00	
3	3.1	Tier 2 Intervention for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$238,007.00	
3	3.2	Tier 3 Intensive Intervention for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4.3	Tier 3 Intensive	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$907,069.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,796,558.90	$13,113,969.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Facility: Leases, Insurance, Security and Maintenance	No	$891,600.00	$891,600
1	**1.2**	Staffing: Classified Staff, Certificated Teachers and Administrators	Yes	$6,983,623.77	$9,267,331
1	**1.3**	Professional Development & Conferences	Yes	$50,000.00	$51,759
1	**1.4**	Assessments: System of Assessments - Formative & Summative	No		
1	**1.5**	Core Curriculum including digital resources; Student Learning Supplies & Manipulatives	No	$190,000.00	$190,000
1	**1.6**	Technology	No	$106,000.00	$106,000
2	**2.1**	Positive Behavior Plan/Program to improve Student Engagement and Attendance	No		
2	**2.2**	Social-Emotional Well-Being and Wellness	No	$260,000.00	$261,050
2	**2.3**	Community Schools Parent Engagement & Trainings	No	$73,026.00	$74,006
2	**2.4**	Communications, Surveys and Translation Services	No	$7,500.00	$7,500
3	**3.1**	Tier 2 Intervention for English learners	Yes	$481,857.19	$505,664

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Tier 3 Intensive	Yes	$410,882.84	$411,000
4	4.1	Summer School Interventions for ELA/ELD	No	$245,000.00	$248,448
4	4.2	Tier 2 Intervention	Yes	$100,000.00	$100,606
4	4.3	Tier 3 Intensive	Yes	$907,069.10	$908,050
5	5.1	Summer School Interventions for Mathematics	No		
5	5.2	Tier 2 Intervention	No		
5	5.3	Tier 3 Intensive	No		
6	6.1	Music & Dance	No	$10,000.00	$10,000
6	6.2	Science Lab/Materials for Investigations	No	$10,000.00	$10,055
6	6.3	Robotics	No	$70,000.00	$70,900
6	6.4	Visual Arts	No		

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)
$3,487,263	$8,933,433.00	$11,244,410.00	($2,310,977.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Staffing: Classified Staff, Certificated Teachers and Administrators	Yes	$6,983,624	$9,267,331		
1	1.3	Professional Development & Conferences	Yes	$50,000	$51,759		
3	3.1	Tier 2 Intervention for English learners	Yes	$481,857	$505,664		
3	3.2	Tier 3 Intensive	Yes	$410,883	$411,000		
4	4.2	Tier 2 Intervention	Yes	$100,000	$100,606		
4	4.3	Tier 3 Intensive	Yes	$907,069	$908,050		

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)
$9,378,637	$3,487,263	0%	37.183%	$11,244,410.00	0.000%	119.894%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(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 32627(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 32627(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 32627(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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