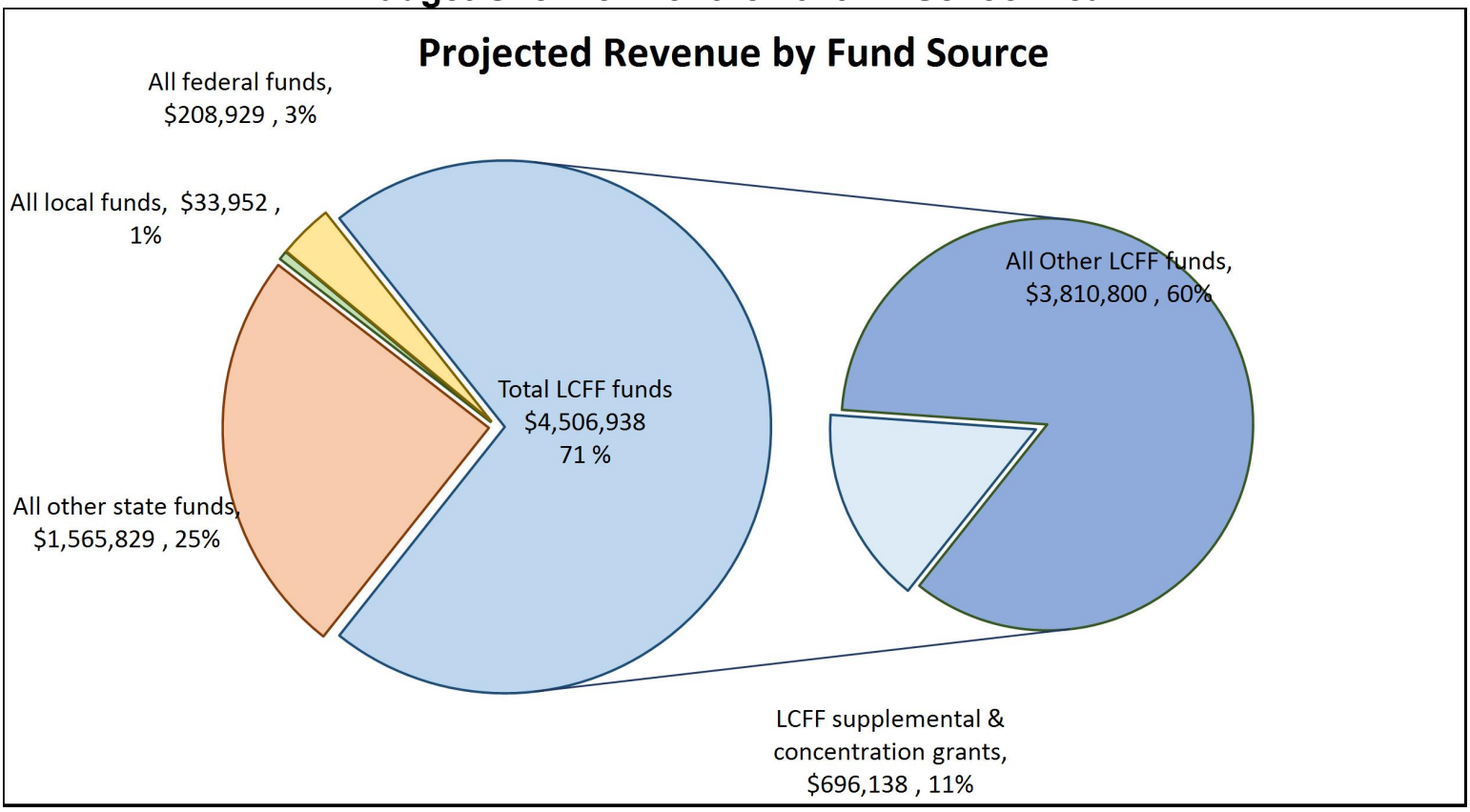
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3
CDS Code: 19-10199-0115030
School Year: 2026-27
LEA contact information:
Elizabeth Rizzuto
Principal
erizzuto@magnoliapublicschools.org
310-637-3806

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

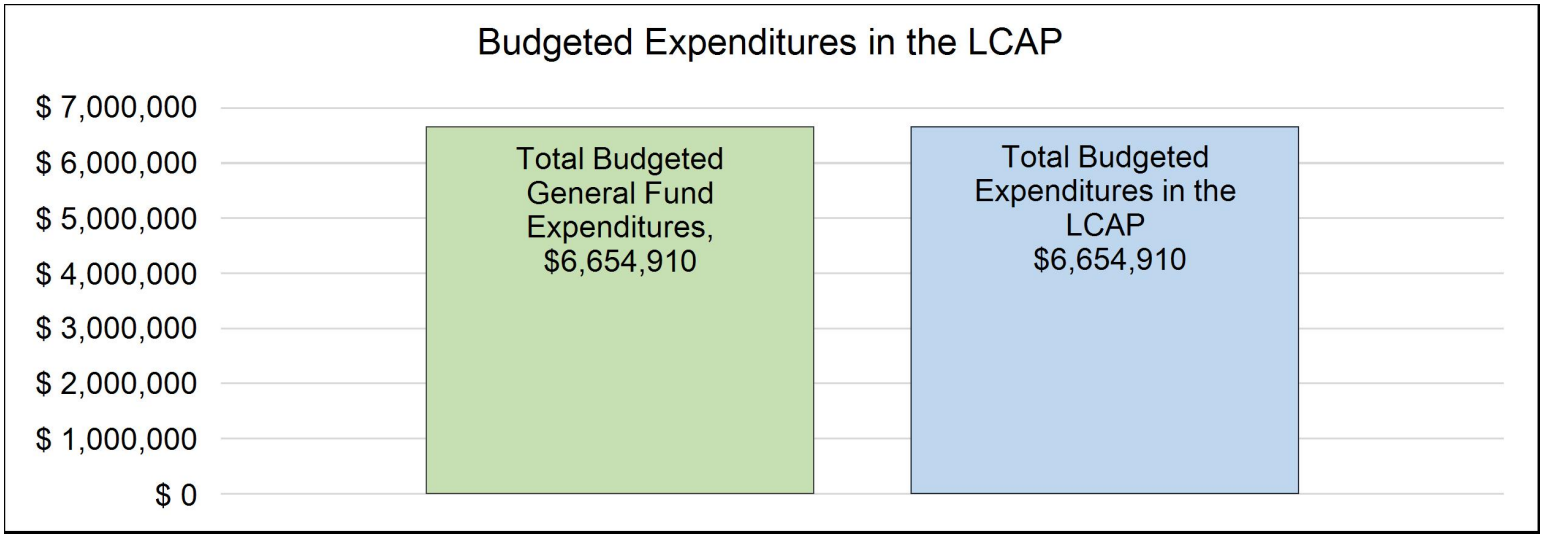


This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is $6,315,649, of which $4,506,938 is Local Control Funding Formula (LCFF), $1,565,829 is other state funds, $33,952 is local funds, and $208,929 is federal funds. Of the $4,506,938 in LCFF Funds, $696,138 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend $6,654,910 for the 2026-27 school year. Of that amount, $6,654,910 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

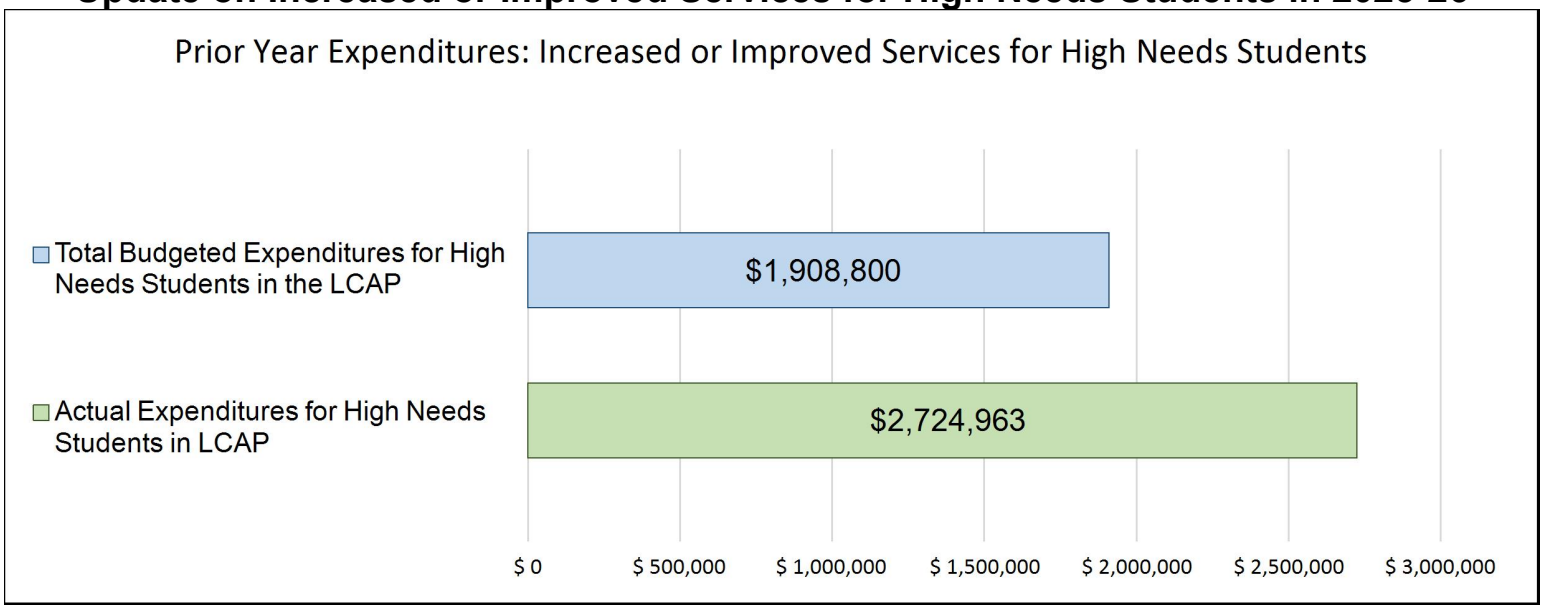
N/A

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

In 2026-27, Magnolia Science Academy-3 is projecting it will receive $696,138 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend $1,397,615 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Magnolia Science Academy-3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Magnolia Science Academy-3's LCAP budgeted $$1,908,800 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent $$2,724,963 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Elizabeth Rizzuto Principal	erizzuto@magnoliapublicschools.org 310-637-3806

Plan Summary [2026-27]

General Information

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

Magnolia Science Academy 3-Carson

Magnolia Science Academy 3-Carson, also known as MSA-3, is a public charter school serving students in grades 6 through 12 in Carson, California. MSA-3 is part of Magnolia Public Schools and is authorized by the Los Angeles County Office of Education. The school is located at 1254 East Helmick Street, Carson, CA 90746, and can be reached by phone at (310) 637-3806.

MSA-3 provides a rigorous, STEAM-based, college-preparatory educational program designed to support students academically, socially, and emotionally. The school's instructional program emphasizes access to standards-aligned curriculum, technology integration, hands-on learning, college and career readiness, and targeted supports for English Learners, Students with Disabilities, and students performing below grade level.

For the 2025–26 school year, MSA-3 serves approximately 379 students. The student population reflects the diversity of the Carson and surrounding communities. Current enrollment includes 187 Hispanic students, 181 Black or African American students, 5 Asian students, 4 students identified as two or more races, and 2 Native Hawaiian or Other Pacific Islander students. The school's gender distribution includes 196 female students and 183 male students. Approximately 39% of students are identified as qualifying for free or reduced-price lunch.

MSA-3 serves students across grades 6–12, with current enrollment by grade level as follows: 47 students in grade 6, 73 students in grade 7, 62 students in grade 8, 46 students in grade 9, 54 students in grade 10, 42 students in grade 11, and 55 students in grade 12. The school

also serves a range of student groups and programs, including 16 English Learners, 5 Foster Youth, 13 students with 504 plans, 17 students identified as Gifted and Talented, and 83 students receiving special education services.

Educational Program

MSA-3's academic program is grounded in Magnolia Public Schools' mission to provide a college-preparatory educational experience with a focus on STEAM in a safe learning environment that fosters respect for self and others. The school supports students through a broad course of study that includes core academic subjects, electives, digital learning opportunities, college readiness programming, intervention, special education services, and English Learner supports.

Students have access to technology-based instructional tools and digital learning platforms that support classroom instruction, assignment completion, collaboration, and intervention. The school continues to focus on preparing students for college, career, and life through academic rigor, student support systems, and opportunities for students to demonstrate learning through projects, presentations, and real-world application.

Mission

Magnolia Public Schools provides a college-preparatory educational program with a focus on STEAM in a safe environment that cultivates respect for self and others.

Vision

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

Core Values

Innovation: Students are supported in becoming independent, creative, and adaptable learners. MSA-3 promotes innovation through STEAM instruction, technology integration, project-based learning, college and career planning, and opportunities for students to apply their learning in meaningful ways.

Connection: MSA-3 values strong relationships among students, families, staff, and community partners. The school works to create a safe and supportive environment where students feel known, families are engaged, and all educational partners contribute to student success.

Excellence: MSA-3 promotes academic excellence through standards-aligned instruction, high expectations, data-driven support, intervention, college readiness programming, and opportunities for students to develop critical thinking, communication, and problem-solving skills.

Reflections: Annual Performance

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

Successes

During the 2025–26 school year, Magnolia Science Academy 3 continued to demonstrate important areas of strength across college and career readiness, access to learning opportunities, family engagement, and student completion outcomes. Based on local data and LCAP performance indicators, MSA-3 maintained a strong foundation for student success while also identifying priority areas for continued improvement.

One of the school's strongest areas of annual performance was college and career readiness. MSA-3 maintained a high graduation rate of 98.2%, exceeding the target of 95.0%. The middle school dropout rate remained at 0.0%, and the high school dropout rate was 0.0%, both meeting target expectations. In addition, 74.5% of students earned "Prepared" status on the College/Career Indicator, exceeding the 55.0% target. Seniors also demonstrated strong participation in college coursework, with 74.1% completing at least two semesters of college coursework with a grade of C- or better. The percentage of high school completers accepted to a 4-year college was 66%, exceeding the 60.0% target. These outcomes reflect the school's continued commitment to college readiness, dual enrollment, academic planning, and postsecondary access.

MSA-3 also showed meaningful success in STEAM, innovation, and access to a well-rounded instructional program. The percentage of students enrolled in Accelerated and/or Advanced Math courses or Advanced Math club increased to 22%, exceeding the target of 10.0%. Additionally, 93% of students in the graduating class completed a Computer/Technology course and/or participated in blended learning, exceeding the 90.0% target. The school also maintained 100% student participation in STEAM-focused projects, experiments, models, or demonstrations. These results demonstrate that students continued to have access to project-based learning, technology integration, and hands-on academic experiences that support Magnolia's Innovation pillar.

Basic conditions for learning remained strong. MSA-3 reported 0% of students without access to standards-aligned instructional materials and 0 identified facility deficiencies. This indicates that students had access to the materials and learning conditions needed to participate in a high-quality instructional program. Teacher attendance was also strong at 95.7%, exceeding the target of 95.0%, which supported instructional continuity and schoolwide stability.

The school also demonstrated strength in family engagement and community connection. MSA-3 held 8 Parent Advisory Committee meetings and 4 English Learner Advisory Committee meetings, meeting both targets. The school also reported 92 parent engagement activities, far exceeding the target of 10. These opportunities supported ongoing communication with families, expanded access to school events, and strengthened the connection between school and home. Student retention also met the target at 85%, demonstrating continued stability in the school community.

Attendance and student persistence outcomes reflected additional areas of success. The P-2 ADA rate was 92.82%, exceeding the target of 92.0%. The school also maintained a 0.0% expulsion rate. These outcomes indicate that MSA-3 continued to support student attendance, persistence, and access to a safe learning environment.

Challenges

While MSA-3 demonstrated several important successes, annual performance data also identifies areas requiring continued improvement. The school will prioritize academic achievement, instructional monitoring, English Learner progress, outcomes for Students with Disabilities, chronic absenteeism, suspension reduction, staff retention, and stakeholder satisfaction.

Academic achievement continues to be a key area of need. The percentage of students earning a grade of C or better in core subjects and electives was 73%, below the 80.0% target. CAASPP ELA results showed 37.95% of students meeting or exceeding standard, which reflects progress but remains slightly below the 40.0% target. CAASPP Mathematics remained a significant area for improvement, with 17.41% of all students meeting or exceeding standard, below the 20.0% target. Science proficiency was 11.32%, also below the 20.0% target. These results show that although students continue to access core academic programs and interventions, additional work is needed to increase standards mastery and accelerate proficiency.

Subgroup performance remains an equity priority. Students with Disabilities showed some progress in mathematics, reaching 7.14% proficiency and meeting the math target for that subgroup; however, they remained below target in ELA and Science. Students with Disabilities reached 14.28% proficiency in ELA, below the 20.0% target, and 0.0% proficiency in Science, below the 8.0% target. English Learner outcomes also require significant attention. Only 11.8% of English Learners increased at least one English Learner Progress Indicator performance level or maintained ELPI Level 4, which was well below the 50.0% target. The reclassification rate was 4.8%, below the 10.0% target. These results indicate a need to strengthen designated ELD, integrated ELD, reclassification monitoring, targeted language development, and academic supports for dually identified students.

Instructional monitoring was a significant implementation challenge. The teacher observation completion rate was 4%, far below the target of 85.0%. This limited the school’s ability to consistently provide teachers with formal feedback, monitor implementation of state standards, and support instructional growth. Teacher retention was also below target at 65%, compared to the target of 80.0%. These data points indicate the need for stronger onboarding, coaching, observation cycles, leadership support, and retention strategies.

Attendance and school climate data show mixed results. Although ADA exceeded the target, chronic absenteeism remained high at 27.1%, above the target of 20.0% or lower. This indicates that a significant group of students continued to experience persistent attendance barriers. The suspension rate also increased to 3.9%, above the target of 2.5% or lower. While the expulsion rate remained at 0.0%, the increased suspension rate shows a need to strengthen MTSS, PBIS, restorative practices, classroom behavior supports, and early intervention systems.

Student, family, and staff survey results also identify challenges related to connection and satisfaction. Student survey participation was 86.4%, family participation was 59.7%, and staff participation was 83.8%, all below target. Average approval rates were 64% for students, 86% for families, and 61% for staff. Overall satisfaction rates were 56% for students, 69% for families, and 53% for staff, all below target. These outcomes indicate that while the school increased family engagement opportunities, MSA-3 must continue strengthening the quality of communication, trust, belonging, and responsiveness to feedback, particularly for staff and students.

College and career readiness also showed specific areas for improvement. Although the College/Career Indicator Prepared rate and dual enrollment outcomes were strong, A-G completion was 53.7%, below the 90.0% target. CTE pathway completion remained at 0.0%, and

0.0% of students completed both A-G and CTE pathway requirements. The Seal of Biliteracy rate was 7.4%, below the 20.0% target, and the Golden State Seal Merit Diploma rate was 14.8%, below the 30.0% target. These outcomes indicate a need for stronger transcript monitoring, earlier student tracking, expanded pathway development, and improved systems for identifying students eligible for state seals and recognitions.

In response to these successes and challenges, MSA-3 will continue to build on strengths in graduation, college readiness, STEAM access, family engagement, attendance, and safe facilities. At the same time, the school will strengthen academic interventions, classroom observation systems, teacher support and retention, English Learner services, supports for Students with Disabilities, chronic absenteeism interventions, restorative behavior systems, survey participation, and stakeholder satisfaction. These priorities will guide the continued development of the LCAP and the school's efforts to ensure that all students are supported academically, socially, and emotionally.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	MSA-3 engaged parents and families through multiple opportunities for input throughout the school year. The school held Parent Advisory Committee (PAC) meetings and Coffee with Admin sessions to share school updates, review student outcome data, discuss school priorities, and gather feedback on programs, services, and areas of need. Families were also invited to participate in English Learner Advisory Committee (ELAC) meetings, parent workshops, school events, and other engagement opportunities connected to student achievement, attendance, school climate, and family support. In addition, families were provided the annual educational partner survey, and feedback from the Community School Initiative Assets and Needs Assessment was reviewed to better understand family priorities and barriers to engagement.
Students	MSA-3 engaged students through the annual educational partner survey, school experience surveys, informal feedback opportunities, student activities, classroom discussions, and schoolwide engagement efforts. Student feedback was used to better understand students' experiences related to academic support, school safety, belonging, extracurricular opportunities, communication, and overall satisfaction. Input gathered through surveys and student engagement activities helped inform school priorities connected to academic intervention, college and career readiness, school climate, student wellness, and enrichment opportunities.
Teachers	MSA-3 engaged teachers through the annual educational partner survey, weekly Wednesday professional development meetings,

Educational Partner(s)	Process for Engagement
	grade-level and department collaboration, instructional planning conversations, and schoolwide data reflection. Teachers provided input regarding instructional needs, professional development priorities, intervention structures, student academic progress, classroom supports, and school climate. Feedback from teachers was also gathered through staff discussions, leadership check-ins, and implementation reflections connected to curriculum, assessments, MTSS, ELD, special education supports, and student engagement.
School administrators	School administrators participated in the LCAP development process through ongoing review of student achievement data, attendance data, discipline data, college and career readiness indicators, survey results, and local performance measures. Administrators met regularly to discuss school operations, instruction, attendance, behavior, family engagement, staffing, student supports, and progress toward LCAP goals. These discussions helped identify successes, areas of need, and priorities for continued improvement across academic achievement, school climate, family engagement, and operational systems.
Other school personnel	Other school personnel, including classified staff, support staff, office staff, counseling/support staff, and community school staff, were engaged through the annual educational partner survey, staff meetings, professional development opportunities, operational check-ins, and feedback connected to the Community School Initiative Assets and Needs Assessment. Their input helped identify needs related to student support, attendance, family communication, school climate, supervision, operations, and community partnerships. This feedback was important in understanding the needs of students and families beyond the classroom and in identifying additional supports needed to strengthen school connectedness.
SELPA	MSA-3 consulted with special education leadership and SELPA-related support through ongoing communication with the MPS Home Office Special Education team, school-based special education staff, and related service providers. Special education coordinators and support staff provided input on student needs, IEP implementation, service delivery, inclusive practices, intervention supports, staffing needs, and professional development priorities. Feedback from special education partners helped inform LCAP actions related to

Educational Partner(s)	Process for Engagement
	supports for Students with Disabilities, MTSS, academic intervention, mental health, and access to the least restrictive and most supportive learning environment.

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

The adopted LCAP was influenced by feedback gathered from families, students, teachers, administrators, other school personnel, and special education partners, as well as by a review of local data, California School Dashboard data, educational partner survey results, and the Community School Initiative Assets and Needs Assessment.

Educational partner feedback and school data confirmed the need to continue strengthening academic achievement, instructional support, student wellness, family engagement, and school connectedness. As a result, the LCAP continues to prioritize academic intervention, standards-aligned instruction, teacher support, MTSS, PBIS, ELD support, services for Students with Disabilities, college and career readiness, and expanded engagement opportunities for families and students.

Feedback from students and families highlighted the importance of maintaining strong college and career readiness supports, including dual enrollment, college counseling, A-G monitoring, and postsecondary planning. In response, the LCAP continues to include actions focused on college readiness, access to college coursework, academic planning, and support for students as they prepare for graduation and postsecondary pathways.

Feedback from staff and administrators emphasized the need for stronger instructional monitoring, professional development, intervention alignment, and support for teachers. This influenced the continued inclusion of actions related to professional development, classroom observations, instructional coaching, MTSS, and data-driven academic supports.

Feedback from families and school personnel also highlighted the importance of improving communication, engagement, and access to resources. In response, the LCAP continues to include actions related to PAC, ELAC, Coffee with Admin, parent workshops, home visits, schoolwide communication tools, and community partnerships.

School climate and survey data also influenced the LCAP by identifying a continued need to improve student belonging, staff satisfaction, attendance, and behavior supports. As a result, the LCAP maintains a focus on MTSS/PBIS, SEL supports, restorative practices, attendance intervention, family outreach, and community resources that support student well-being.

Input from special education staff and SELPA-related partners reinforced the need to strengthen supports for Students with Disabilities, including IEP implementation, academic intervention, inclusive practices, related services, and collaboration between general education and special education staff. These priorities are reflected in the continued LCAP actions connected to special education services, intervention, and student support systems.

Overall, educational partner feedback directly influenced the adopted LCAP by helping MSA-3 identify priorities for continued improvement, sustain effective practices, and align resources to the areas of greatest need. The feedback reinforced the importance of maintaining strong family engagement and college readiness systems while strengthening academic achievement, attendance, school climate, staff support, and targeted services for student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%	2022-23: 77.9%	2023-24: 77.4%	2024-25: > 85%	-0.1 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25): 	2025-26 (As of 5/22/26): 	2026-27: 0%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 87%	2025-26 (Fall 2024 to Fall 2025): 65%	2026-27: (Fall 2025 to Fall 2026) >= 80%	-9 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%	2024-25: (As of 5/31/25) 91.4%	2025-26 (As of 5/15/26): 95.7%	2026-27: >= 95.0%	+3.5 percentage points

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 1 during the 2025–26 school year at MSA-3 was partially successful. The school continued to maintain several core conditions for a high-quality learning environment, including full access to standards-aligned instructional materials, properly maintained facilities, and strong teacher attendance. These areas demonstrate continued operational strength and alignment with the goal of providing students and staff with a safe, secure, healthy, and well-resourced learning environment.

Several planned actions were implemented effectively. All students had access to their own copies of standards-aligned instructional materials for use at school and at home, resulting in a 0% deficiency rate. Facilities also continued to meet the “good repair” standard, with 0 identified instances of deficiencies or extreme deficiencies. Teacher attendance improved to 95.7%, exceeding the 2026–27 target of at least 95.0%, which contributed to instructional continuity and schoolwide stability.

However, implementation challenges remained in the areas of teacher assignment monitoring and teacher retention. The percentage of teaching assignments with an assignment monitoring outcome of “clear” was 77.4%, which remained below the target of greater than 85%. This reflects an ongoing need to strengthen credential monitoring, assignment review processes, and proactive hiring systems. Additionally, teacher retention declined to 65%, which is below the target of at least 80%. This represents a significant challenge and indicates the need for more intentional retention strategies, including stronger onboarding, coaching, staff support, and leadership development.

Overall, while MSA-3 successfully implemented actions related to instructional materials, facilities, and teacher attendance, additional attention is needed to improve teacher assignment alignment and staff retention.

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

Goal 1 Action 1
Budgeted: $29,999.00
Actual: $39,999.00
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This variance was due to increased needs related to teacher credentialing, recruitment, and staffing support. Additional expenses were necessary to support hiring, onboarding, and credential monitoring efforts connected to ensuring appropriately assigned teachers.

Goal 1 Action 2
Budgeted: $388,822.42
Actual: $407,335.91
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 1 Action 3
Budgeted: $581,488.25
Actual: $635,983.56
Explanation: The difference between budgeted and actual expenditures was slightly under 10%; therefore, no material difference is noted. The increase was primarily related to facilities, maintenance, repair, and safety-related costs necessary to maintain a clean and safe learning environment.

Goal 1 Action 4
Budgeted: $10,508.00
Actual: $15,628.00
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. The increase was due to higher-than-anticipated costs related to student meals, refreshments, and wellness-related supports. These additional costs supported continued access to healthy and nutritious meals for students.

Goal 1 Action 5
Budgeted: $905,505.00

Actual: $871,852.40
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

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

The actions connected to Goal 1 were effective in several areas and partially effective in others.

Actions related to instructional materials and technology were effective. MSA-3 maintained a 0% rate of students without access to their own copies of standards-aligned instructional materials for use at school and at home. This indicates that systems for ordering, distributing, and monitoring instructional materials were implemented successfully and supported equitable access to learning resources.

Actions related to clean and safe facilities were also effective. The school reported 0 identified instances where facilities did not meet the “good repair” standard. This demonstrates that facilities monitoring, maintenance practices, and safety procedures were effective in supporting a safe and appropriate learning environment.

Actions related to teacher attendance were effective. Teacher attendance reached 95.7%, exceeding the target of at least 95.0%. This outcome supported instructional consistency and reduced disruption to student learning.

Actions related to teacher assignments and credentials were partially effective. While the school continued to monitor teacher assignments and credentialing requirements, the percentage of teaching assignments with a “clear” assignment monitoring outcome was 77.4%, below the target of greater than 85%. This indicates that additional systems are needed to strengthen credential alignment, assignment monitoring, and early identification of potential misassignments.

Actions related to teacher retention were not fully effective. Teacher retention declined to 65%, which is below the target of at least 80%. This suggests that additional support is needed to improve staff retention, including stronger onboarding, mentorship, coaching, professional growth pathways, and ongoing staff engagement practices.

Overall, Goal 1 actions were effective in maintaining instructional materials access, facilities, and teacher attendance; however, teacher assignment monitoring and teacher retention require strengthened systems and targeted follow-up.

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

Based on reflection on 2025–26 outcomes, MSA-3 will continue the current Goal 1 metrics to maintain year-over-year comparability, while strengthening implementation systems in the areas that did not meet targets.

For teacher assignments and credentials, MSA-3 will strengthen internal credential and assignment monitoring by conducting earlier reviews before the start of each semester, increasing communication between site leadership and the MPS Human Resources team, and monitoring

assignment alignment throughout the school year. These adjustments are intended to improve the percentage of teaching assignments with a “clear” assignment monitoring outcome.

For teacher retention, MSA-3 will increase focus on staff support and retention strategies. This will include stronger onboarding for new staff, more intentional coaching and mentorship, consistent administrator check-ins, professional growth opportunities, and continued efforts to strengthen school culture and staff belonging. These changes are intended to improve retention and support progress toward the target of at least 80%.

No major changes are needed for instructional materials access or facilities maintenance, as both areas continued to meet expectations with 0% instructional materials deficiency and 0 facilities deficiencies. MSA-3 will sustain these practices through ongoing inventory review, timely replenishment of materials, routine facility inspections, and prompt follow-up on maintenance needs.

Teacher attendance exceeded the target; therefore, the school will continue current attendance monitoring practices while maintaining support systems that promote staff well-being and instructional consistency.

Overall, the coming year will focus on sustaining effective practices in instructional materials, facilities, and attendance, while strengthening credential monitoring and staff retention systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers’ credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.	$29,999.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54	$396,657.84	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security	$568,183.20	No

Action #	Title	Description	Total Funds	Contributing
		and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments.	$15,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$738,099.38	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%	2024-25: (As of 5/29/25) 54%	2025-26 (As of 6/12/26): 27%	2026-27: >= 85%	-42 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%	2024-25: (First semester) 76%	2025-26 (First semester): 73%	2026-27: (First semester) >= 80%	-6 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Students with Disabilities: 17.39% -African American: 29.49%	2023-24: -All Students: 36.37% -English Learners: * -Socioeconomically Disadvantaged: 30.92%	2024-25: -All Students: 37.95% -English Learners: * -Socioeconomically Disadvantaged: 37.98%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with	-All Students: +5.29 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +4.90 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Asian: * -Hispanic: 32.74% -White: *	-Students with Disabilities: 8.00% -African American: 32.67% -Hispanic: 36.61% -White: *	-Students with Disabilities: 14.28% -African American: 33.02% -Hispanic: 43.52% -White: *	Disabilities: >= 20.00% -African American: >= 38.00% -Hispanic: >= 40.00% -White: *	-Students with Disabilities: -3.11 percentage points -African American: +3.53 percentage points -Asian: N/A -Hispanic: +10.78 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 40.2 points below standard -English Learners: 117.8 points below standard -Socioeconomically Disadvantaged: 41.8 points below standard -Students with Disabilities: 119.4 points below standard -African American: 37.9 points below standard -Hispanic: 47.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 38.4 points below standard -English Learners: 90.9 points below standard -Socioeconomically Disadvantaged: 48.1 points below standard -Students with Disabilities: 137.4 points below standard -African American: 47.2 points below standard -Hispanic: 36.2 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 31.9 points below standard -English Learners: 103.6 points below standard -Socioeconomically Disadvantaged: 31.6 points below standard -Students with Disabilities: 85.4 points below standard -African American: 48.7 points below standard -Hispanic: 7.3 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 31.0 points below standard -English Learners: 103.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 103.0 points below standard -African American: 28.0 points below standard -Hispanic: 38.0 points below standard -White: *	-All Students: +8.3 points -English Learners: +14.2 points -Socioeconomically Disadvantaged: +10.2 points -Students with Disabilities: +34.0 points -African American: -10.8 points -Hispanic: +40.3 points -White: N/A
2.6	Percentage of students who have met their growth targets on the	2023-24: (Fall to Spring) -All Students: 61.3%	2024-25: (Fall to Spring)	2025-26 (Fall to Spring):	2026-27: (Fall to Spring) -All Students: >=	-All Students: -4.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	-English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0%	-All Students: 57.7% -English Learners: 53.3% -Socioeconomically Disadvantaged: 42.5% -Students with Disabilities: 65.5% -African American: 58.5% -Hispanic: 59.0% -White: *	-All Students: 56.5% -English Learners: 60.0% -Socioeconomically Disadvantaged: 56.4% -Students with Disabilities: 50.9% -African American: 50.4% -Hispanic: 63.2% -White: *	50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White:*	-English Learners: -9.2 percentage points -Socioeconomically Disadvantaged: -9.8 percentage points -Students with Disabilities: +2.1 percentage points -African American: -3.4 percentage points -Hispanic: -1.8 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 1.03 (CGP: 85th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile) -Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile) -African American: CGI: 0.04 (CGP: 52nd percentile) -Hispanic: CGI: 1.64 (CGP: 95th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 1.10 (CGP: 86th percentile) -English Learners: CGI: 1.24 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) -Students with Disabilities: CGI: -0.48 (CGP: 32nd percentile) -African American: CGI: 0.83 (CGP: 80th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.49 (CGP: 69th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile) -Students with Disabilities: CGI: -0.26 (CGP: 40th percentile) -African American: CGI: 0.29 (CGP: 61st percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile)	-All Students: -0.54 -English Learners: 0.00 -Socioeconomically Disadvantaged: -1.02 -Students with Disabilities: +0.18 -African American: +0.25 -Hispanic: -0.87 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: CGI: 1.49 (CGP: 93rd percentile) -White: *	-Hispanic: CGI: 0.77 (CGP: 78th percentile) -White: *	-Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Students with Disabilities: 0.00% -African American: 6.41% -Hispanic: 9.64% -White: *	2023-24: -All Students: 17.19% -English Learners: * -Socioeconomically Disadvantaged: 15.03% -Students with Disabilities: 3.70% -African American: 15.84% -Hispanic: 16.81% -White: *	2024-25: -All Students: 17.41% -English Learners: * -Socioeconomically Disadvantaged: 15.82% -Students with Disabilities: 7.14% -African American: 13.63% -Hispanic: 20.56% -White: *	2025-26: -All Students: >= 20.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 7.00% -African American: >= 20.00% -Hispanic: >= 20.00% -White: *	-All Students: +8.91 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +5.37 percentage points -Students with Disabilities: +7.14 percentage points -African American: +7.22 percentage points -Hispanic: +10.92 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 109.5 points below standard -English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard -Students with Disabilities: 175.1 points below standard	2023-24: (2024 Dashboard) -All Students: 92.6 points below standard -English Learners: 104.0 points below standard -Socioeconomically Disadvantaged: 95.5 points below standard	2024-25 (2025 Dashboard): -All Students: 94.2 points below standard -English Learners: 162.9 points below standard -Socioeconomically Disadvantaged: 99.9 points below standard	2025-26: (2026 Dashboard) -All Students: 94.0 points below standard -English Learners: 135.0 points below standard -Socioeconomically Disadvantaged: 91.0 points below standard	-All Students: +15.3 points -English Learners: -6.1 points -Socioeconomically Disadvantaged: +6.9 points -Students with Disabilities: +15.8 points -African American: +18.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-African American: 120.7 points below standard -Hispanic: 104.2 points below standard -White: *	-Students with Disabilities: 149.9 points below standard -African American: 94.2 points below standard -Hispanic: 93.6 points below standard -White: *	-Students with Disabilities: 159.3 points below standard -African American: 102.0 points below standard -Hispanic: 87.6 points below standard -White: *	-Students with Disabilities: 145.0 points below standard -African American: 102.0 points below standard -Hispanic: 89.0 points below standard -White: *	-Hispanic: +16.6 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.4% -English Learners: 64.3% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 58.5% -African American: 46.2% -Hispanic: 61.8%	2024-25: (Fall to Spring) -All Students: 56.7% -English Learners: 58.3% -Socioeconomically Disadvantaged: 56.0% -Students with Disabilities: 43.2% -African American: 47.1% -Hispanic: 65.2% -White: *	2025-26 (Fall to Spring): -All Students: 47.6% -English Learners: 54.5% -Socioeconomically Disadvantaged: 47.0% -Students with Disabilities: 38.2% -African American: 44.1% -Hispanic: 50.9% -White: *	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White: *	-All Students: -7.8 percentage points -English Learners: -9.8 percentage points -Socioeconomically Disadvantaged: -10.6 percentage points -Students with Disabilities: -20.3 percentage points -African American: -2.1 percentage points -Hispanic: -10.9 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress	2023-24: (Fall to Spring) -All Students: CGI: 1.22 (CGP: 89th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile)	2024-25: (Fall to Spring) -All Students: CGI: 2.01 (CGP: 98th percentile)	2025-26 (Fall to Spring): -All Students: CGI: 0.24 (CGP: 60th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >=	-All Students: -0.98 -English Learners: +0.99 -Socioeconomically Disadvantaged: -1.38

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	-Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) -Students with Disabilities: CGI: -0.25 (CGP: 40th percentile) -African American: CGI: -0.24 (CGP: 41st percentile) -Hispanic: CGI: 2.22 (CGP: 99th percentile)	-English Learners: CGI: 1.73 (CGP: 96th percentile) -Socioeconomically Disadvantaged: CGI: 2.25 (CGP: 99th percentile) -Students with Disabilities: CGI: 0.46 (CGP: 68th percentile) -African American: CGI: 0.49 (CGP: 69th percentile) -Hispanic: CGI: 3.36 (CGP: 100th percentile) -White: *	-English Learners: CGI: 0.99 (CGP: 84th percentile) -Socioeconomically Disadvantaged: CGI: 0.24 (CGP: 60th percentile) -Students with Disabilities: CGI: 0.08 (CGP: 53rd percentile) -African American: CGI: -0.09 (CGP: 46th percentile) -Hispanic: CGI: 0.62 (CGP: 73rd percentile) -White: *	50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-Students with Disabilities: +0.33 -African American: +0.15 -Hispanic: -1.60 -White: N/A
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 68.0%	2023-24: (2024 Dashboard) 38.9%	2024-25 (2025 Dashboard): -All Students: 11.8%	2025-26: (2026 Dashboard) >= 50.0%	-56.2 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%	2023-24: (Internal) 13.3%	2024-25 (Internal): 10.5% 2025-26 (As of 6.10.26): 4.8%	2025-26: (CDE DataQuest) >= 10.0%	-19.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00	2023-24: -All Students: 16.00% -English Learners: * -Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: *	2024-25: -All Students: 11.32% -English Learners: * -Socioeconomically Disadvantaged: 8.97% -Students with Disabilities: 0.00% -African American: 16.28% -Hispanic: 8.33% -White: *	2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -African American: >= 15.00% -Hispanic: >= 20.00% -White: *	-All Students: +3.24 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +0.15 percentage points -Students with Disabilities: 0.00 percentage points -African American: +16.28 percentage points -Hispanic: -5.46 percentage points -White: N/A

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 2 during the 2025–26 school year at MSA-3 was partially successful. MSA-3 continued to provide all students with access to a broad course of study, academic programs, intervention supports, and services for student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. Metric 2.1 remained at 100%, confirming that students had sufficient access to programs and services.

However, several implementation challenges impacted the school's progress toward academic excellence. One significant challenge was the completion of classroom observations. Based on the updated completion of 14 formal observations and 5 informal observations, MSA-3 completed 19 of the 70 required observations, resulting in an updated observation completion rate of 27%. This remains below the target of at least 85% and represents an implementation gap in the school's instructional monitoring and feedback system. The limited completion of observations reduced opportunities for timely coaching, feedback, and support connected to standards-aligned instruction.

Student course performance also declined. The percentage of students earning a grade of “C” or better in core subjects and electives decreased to 73%, compared to 76% in the prior year and below the target of at least 80%. This indicates the need for stronger academic monitoring, intervention follow-up, grade checks, and classroom-based supports to ensure students remain on track throughout the semester.

CAASPP outcomes show mixed progress. In ELA, the percentage of students meeting or exceeding standard increased to 37.95%, with socioeconomically disadvantaged students at 37.98% and Hispanic students at 43.52%. However, Students with Disabilities remained below target at 14.28%. ELA Distance from Standard improved for All Students to 31.9 points below standard and for Students with Disabilities to 85.4 points below standard, though English Learners remained significantly below standard at 103.6 points below.

In mathematics, the percentage of students meeting or exceeding standard remained low at 17.41%, below the 20% target for All Students. Students with Disabilities improved to 7.14%, meeting the 2025–26 target of at least 7%, while Hispanic students reached 20.56%, meeting the 20% target. Math Distance from Standard remained an area of concern, with All Students at 94.2 points below standard, English Learners at 162.9 points below standard, and Students with Disabilities at 159.3 points below standard.

English Learner outcomes require significant attention. The percentage of English Learners increasing at least one ELPI performance level or maintaining ELPI Level 4 was 11.8%, well below the target of 50%. The RFEP rate was 4.8% as of June 10, 2026, below the target of at least 10%. These outcomes indicate a need to strengthen designated and integrated ELD instruction, progress monitoring, and reclassification readiness systems.

Science performance showed 11.32% of All Students meeting or exceeding standard, short of the 20% target. African American students exceeded the target at 16.28%, compared to the 15% target. However, socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities remained below target, with Students with Disabilities at 0%.

Overall, Goal 2 was implemented with success in maintaining program access and some academic growth indicators, but implementation was limited by insufficient observation completion, declining course grades, persistent CAASPP proficiency gaps, and low English Learner progress and reclassification outcomes.

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

Goal 2 Action 1
Budgeted: $1,715,577.96
Actual: $1,757,615.85
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 2 Action 2
Budgeted: $18,357.20
Actual: $34,357.20

Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This increase was primarily due to additional professional development, instructional support, and/or platform-related costs needed to support high-quality instruction. Given the low observation completion rate and continued academic gaps, additional resources were needed to support instructional improvement, standards alignment, and staff development.

Goal 2 Action 3
Budgeted: $689,448.46
Actual: $714,071.81
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: No expenditures were budgeted or recorded for this action; therefore, no material difference is noted.

Goal 2 Action 5
Budgeted: $764,286.53
Actual: $984,452.35
Explanation: The actual expenditure exceeded the budgeted amount by more than 10%. This increase was due to additional costs connected to special education services, paraprofessional support, contracted service needs, and required supports to ensure students with disabilities received services outlined in their IEPs. These additional expenditures were necessary to maintain access to individualized supports and provide services in alignment with student needs.

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

The actions implemented under Goal 2 were partially effective in making progress toward the goal of ensuring all students have equitable access to high-quality instruction and academic progress aligned to California content standards.

Action 2.1, broad course of study and standards-based curriculum, was effective in ensuring access. MSA-3 maintained 100% access to all programs and services for students, including unduplicated students and students with disabilities. This demonstrates that the master schedule, course offerings, and academic program access were implemented as planned. However, student grade outcomes show that access alone did not fully translate into academic success, as only 73% of students earned a “C” or better in core subjects and electives.

Action 2.2, professional development for high-quality instruction, was not fully effective. Based on the updated completion of 14 formal observations and 5 informal observations, MSA-3 completed 19 of the 70 required observations, resulting in an updated observation completion rate of 27%. This remains significantly below the target of at least 85%. The limited observation completion reduced the school’s ability to provide consistent instructional feedback, monitor standards implementation, and support teacher growth. The low observation completion rate likely contributed to continued gaps in instructional consistency, academic performance, and subgroup outcomes.

Action 2.3, MTSS academic enrichment, intervention, and student support, was partially effective. MSA-3 maintained academic intervention structures and student support systems; however, course grades and CAASPP proficiency data indicate that additional refinement is needed. Only 73% of students earned a “C” or better, and CAASPP math proficiency remained low at 17.41% for All Students. While some student groups showed progress, including Hispanic students meeting the math proficiency target at 20.56% and Students with Disabilities meeting the math target at 7.14%, overall achievement data indicate a need to better align intervention supports to grade-level standards and CAASPP expectations.

Action 2.4, designated and integrated ELD programs and support for English Learners, was not fully effective based on current outcomes. English Learner progress declined, with only 11.8% of ELs increasing at least one ELPI performance level or maintaining ELPI Level 4, and the RFEP rate was 4.8% as of June 10, 2026, below the target of at least 10%. These results indicate the need for stronger implementation of designated ELD, integrated ELD across content areas, EL progress monitoring, and reclassification readiness supports.

Action 2.5, support for students with disabilities, was partially effective. Students with Disabilities met the math proficiency target at 7.14%; however, outcomes remained low in ELA and Science. Students with Disabilities reached 14.28% proficiency in ELA, below the 20% target, and 0% proficiency in Science, below the 8% target. These results show that while services were provided, the academic impact of supports must be strengthened through improved IEP implementation fidelity, inclusive instructional practices, co-planning, targeted intervention, and progress monitoring.

Overall, Goal 2 actions were effective in maintaining access to programs and services but only partially effective in producing strong academic outcomes. The greatest needs moving forward are improved instructional observation and feedback systems, stronger MTSS implementation, focused ELD support, and more targeted academic supports for Students with Disabilities and English Learners.

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

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 2 metrics to maintain year-over-year comparability while strengthening implementation systems in the areas that did not meet targets.

The school will prioritize completing classroom observations and instructional feedback cycles. Given that only 27% of required observations were completed, MSA-3 will establish a clear observation calendar, assign observation responsibilities to school administrators and instructional leaders, and monitor completion monthly. Walkthroughs and formal observations will be connected to actionable feedback, coaching, and professional development aligned to standards-based instruction.

To address the decline in students earning a “C” or better, MSA-3 will strengthen academic monitoring systems. This will include more frequent grade checks, targeted student support meetings, earlier communication with families, intervention plans for students at risk of failing, and stronger coordination among teachers, counselors, special education staff, and administration.

MTSS and intervention systems will be refined to more directly support grade-level standards and CAASPP readiness. Interventions will include increased use of formative assessment data, targeted small-group instruction, CAASPP-style questions and performance tasks, and progress monitoring for students who are below standard in ELA, math, and science.

English Learner supports will be strengthened due to low ELPI progress and RFEP outcomes. MSA-3 will increase monitoring of EL progress, review reclassification readiness more frequently, support teachers with integrated ELD strategies, and ensure designated ELD instruction is implemented with fidelity. ELAC, family communication, and progress updates will continue to be used to support family awareness and engagement.

Supports for Students with Disabilities will also be strengthened. MSA-3 will focus on IEP goal progress monitoring, inclusive instructional practices, co-planning between general education and special education staff, and targeted academic intervention aligned to students' present levels and grade-level standards. Science achievement for Students with Disabilities will be an area of particular focus due to 0% proficiency.

No major changes are needed to the goal statement itself, as the goal remains aligned to MSA-3's academic priorities. However, implementation of the actions will be strengthened through more consistent monitoring, clearer accountability structures, and targeted support for student groups with the greatest need.

Overall, the coming year will focus on moving from access to measurable academic improvement by strengthening instructional monitoring, intervention alignment, English Learner progress systems, and supports for Students with Disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.	$1,630,392.72	No

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Prof Developmnt: Title II; Amount: $8,000.00 -Prof Dev-Other: : Title II; Amount: $10,000.00	$21,686.00	Yes
2.3	MTSS - Academic enrichment,	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision	$455,764.19	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention, and student support	making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod) The following expenditures will be funded by federal Title funds: -Educat Software: Title I; Amount: $32,669.55 -Educat Software: Title IV, Pâr? A ESEA (ESSA); Amount: $3,370.80 -TeacherSalaries: Title I; Amount: $64,972.00 -Cert Adminis: Title I; Amount: $9,000.00 -STRS: Title I; Amount: $14,143.93 -OASDI/Medicare: Title I; Amount: $1,073.75 -Health & Welfare Benefits: Title I; Amount: $1,628.31 -Unemployment Insurance: Title I; Amount: $370.26		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our		Yes

Action #	Title	Description	Total Funds	Contributing
		teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their	$1,042,168.81	No

Action #	Title	Description	Total Funds	Contributing
		eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $300,000.00		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 7.0%	2025-26 (As of 5/22/26): 22%	2026-27: >= 10%	+13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 93%	2026-27: >= 90%	-1 percentage point
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 80%	+1 percentage point
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%	2023-24 (2024 Dashboard): 47.9%	2024-25 (2025 Dashboard): 78.7% 2025-26 (As of 5/22/26): 74.5%	2025-26: (2026 Dashboard) >= 55.0%	+34.7 percentage points
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%	2023-24: 56.60%	2024-25: 70.18% 2025-26 (As of 5/22/26): 53.57%	2025-26: >= 55.00%	+22.18 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 12.00%	2023-24: 5.45%	2024-25: 25.00% 2025-26 (As of 5/22/26): 54.29%	2025-26: >= 35.00%	+13.0 percentage points
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%	2023-24: 0.00%	2024-25: 30.8%	2025-26: >= 55.0%	+19.4 percentage points
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%	2023-24: 8.5%	2024-25: 0.0%	2025-26: >= 55.0%	-4.1 percentage points
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%	2023-24: (2024 Dashboard) 37.5%	2024-25 (2025 Dashboard): 89.6% 2025-26 (As of 5/22/26): 74.1%	2025-26: (2026 Dashboard) >= 35.0%	+73.6 percentage points
3.10	Percentage of cohort graduates who have successfully completed	2022-23: (2023 Dashboard) 90.0%	2023-24 (2024 Dashboard): 69.4%	2024-25 (2025 Dashboard): 79.2%	2025-26: (2026 Dashboard) >= 90.0%	-10.8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 53.7%		
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.0%	2023-24 (2024 Dashboard): 0.0%	2024-25 (2025 Dashboard): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (2026 Dashboard) >= 10.0%	0 percentage points
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 4.3%	2024-25 (CDE DataQuest): 4.4%	2024-25 (CDE DataQuest): 3.3%	2025-26: (CDE DataQuest) >= 20.0%	-1.0 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)			2025-26 (As of 5/22/26): 7.4%		
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%	2024-25 (CDE DataQuest): 26.7%	2024-25 (CDE DataQuest): 27.9% 2025-26 (As of 5/22/26): 14.8%	2025-26: (CDE DataQuest) >= 30.0%	-10.4 percentage points
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%	2024-25: (As of 5/23/25) 30.5%	2025-26 (As of 5/22/26): 40.7%	2026-27: >= 50.0%	+13.4 percentage points
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%	2024-25: (As of 5/23/25) 96%	2025-26 (As of 5/22/26): 44.1%	2026-27: >= 90%	-23.9 percentage points
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%	2024-25: (As of 5/23/25) 59%	2025-26 (As of 5/22/26): 66%	2026-27: >= 60%	+11.0 percentage points
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%	Class of 2022: 78.0%	Class of 2023: 68.1%	Class of 2024: >= 60%	-9.2 percentage points

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 3 during the 2025–26 school year at MSA-3 was generally successful, with several key indicators demonstrating strong access to innovative, well-rounded, and college/career preparatory learning opportunities. MSA-3 continued to provide students with access to STEAM learning, blended learning, college readiness supports, dual enrollment opportunities, and advanced coursework aligned to the school's Innovation pillar.

Several planned actions were implemented effectively. The percentage of students enrolled in an Accelerated and/or Advanced Math course or Advanced Math club increased significantly to 22%, exceeding the 2026–27 target of at least 10%. This reflects meaningful growth in student access to advanced math opportunities. Additionally, 93% of students in the graduating class completed a Computer/Technology course and/or experienced blended learning, exceeding the target of at least 90%. STEAM participation remained a strength, with 100% of students creating or demonstrating a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%.

College and career readiness indicators also showed several areas of success. The percentage of students earning "Prepared" on the College Career Indicator was 74.5%, exceeding the target of at least 55%. EAP Math preparedness increased to 54.29%, exceeding the target of at least 35%, and the percentage of seniors completing at least two semesters of college coursework with a grade of C- or better was 74.1%, exceeding the target of at least 35%. The percentage of high school completers accepted to a 4-year college was 66%, exceeding the target of at least 60%.

However, some challenges remained. EAP ELA preparedness was 53.57%, slightly below the target of at least 55%. A-G completion was 53.7%, below the target of at least 90%, indicating a need for stronger course completion tracking, intervention, and academic planning. CTE pathway completion remained at 0%, which did not meet the target of at least 10%, and no students completed both A-G and CTE pathway requirements. The percentage of students earning the Seal of Biliteracy was 7.4%, below the target of 20%, and the Golden State Seal Merit Diploma rate was 14.8%, below the target of 30%. The percentage of cohort graduates earning an Advanced or Honors MPS Diploma increased to 40.7%, which reflects progress but remains below the 50% target. The percentage of high school completers accepted to a 4-year or 2-year college was 44.1%, below the target of 90%, though the 4-year acceptance rate exceeded target, suggesting that documentation and reporting of 2-year college acceptance may need additional follow-up.

Overall, Goal 3 implementation was effective in expanding access to advanced math, STEAM projects, blended learning, dual enrollment, CCI preparedness, and 4-year college acceptance. Continued improvement is needed in A-G completion, CTE pathway development, Seal of Biliteracy, Golden State Seal Merit Diploma attainment, AP exam outcomes, and college acceptance documentation.

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

Goal 3 Action 1
Budgeted: $258,688.25

Actual: $266,097.73
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00
Explanation: No expenditures were budgeted or recorded for this action; therefore, no material difference is noted.

Goal 3 Action 3
Budgeted: $114,261.57
Actual: $116,966.86
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 3 Action 4
Budgeted: $177,720.35
Actual: $133,729.04
Explanation: The actual expenditure was more than 10% below the budgeted amount. This variance may be attributed to lower-than-anticipated costs related to physical education, activity, fitness equipment, or related staffing and program expenses. While the action continued to support student access to physical education and wellness-related programming, some planned expenditures were not fully utilized.

Goal 3 Action 5
Budgeted: $468,955.23
Actual: $382,297.36
Explanation: The actual expenditure was more than 10% below the budgeted amount. This variance may be attributed to lower-than-anticipated costs for additional programs and activities supporting well-rounded education, including elective programming, clubs, field trips, enrichment activities, or contracted services. Some planned programming may have been implemented at a lower cost or deferred, contributing to the lower actual expenditure.

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

The actions implemented under Goal 3 were effective in several areas and partially effective in others. Overall, MSA-3 made strong progress in providing students with access to innovative, well-rounded, college-preparatory, and STEAM-focused learning experiences.

Action 3.1, College/Career Readiness Programs and Activities, was partially effective. MSA-3 exceeded the CCI Prepared target, with 74.5% of students earning Prepared status compared to the target of at least 55%. Dual enrollment and college coursework outcomes were also strong, with 74.1% of seniors completing at least two semesters of college coursework with a C- or better, exceeding the target of 35%. The 4-year college acceptance rate was 66%, exceeding the target of 60%. However, A-G completion was 53.7%, below the 90% target, and overall 2-year or 4-year college acceptance was 44.1%, below the 90% target. These results indicate that college readiness supports were

effective in several areas, but additional systems are needed for A-G monitoring, documentation of college acceptances, and targeted support for students at risk of not meeting college readiness indicators.

Action 3.2, STEM and GATE Programs, was effective. The percentage of students enrolled in Accelerated and/or Advanced Math or Advanced Math club increased to 22%, exceeding the target of at least 10%. Additionally, 100% of students created or demonstrated a STEAM-focused project, experiment, model, or demo, exceeding the target of at least 80%. These outcomes show strong implementation of STEAM access and advanced math opportunities.

Action 3.3, Digital Literacy and Citizenship Programs, was effective. The percentage of students in the graduating class who completed a Computer/Technology course and/or experienced blended learning was 93%, exceeding the target of at least 90%. This indicates that students continued to have meaningful access to technology-based learning experiences that support digital literacy and 21st century skill development.

Action 3.4, Physical Education, Activity, and Fitness, supported the school's broader goal of providing a well-rounded education. While this action is not directly measured by a single Goal 3 metric in the same way as STEAM or college readiness, it contributed to student wellness, access to physical education, and the development of lifelong healthy habits. The lower-than-budgeted actual expenditure indicates that implementation may have occurred at a reduced cost or with fewer purchased supports than planned.

Action 3.5, Additional Programs and Activities that Support Well-Rounded Education, was partially effective. MSA-3 provided students with access to enrichment, electives, and well-rounded learning opportunities, and several outcomes improved, including the Advanced or Honors MPS Diploma rate, which rose to 40.7%. However, CTE pathway completion remained at 0%, and 0% of students completed both A-G and CTE pathway requirements, indicating that CTE pathway development remains an area for significant improvement. Seal of Biliteracy and Golden State Seal Merit Diploma outcomes also remained below target, showing the need for earlier tracking and more intentional student support.

Overall, Goal 3 actions were effective in expanding STEAM, advanced math, blended learning, dual enrollment, and CCI preparedness. They were less effective in ensuring A-G completion, CTE pathway completion, AP success tracking, Seal of Biliteracy attainment, Golden State Seal Merit Diploma attainment, and overall college acceptance documentation.

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

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 3 metrics to maintain year-over-year comparability, while strengthening implementation in areas that did not meet targets.

MSA-3 will continue to expand and sustain advanced math opportunities, as the school exceeded the target with 22% of students enrolled in Accelerated and/or Advanced Math or Advanced Math club. The school will continue identifying students who are ready for advanced math pathways and will provide additional support to ensure access is equitable across student groups.

STEAM project implementation will continue as a schoolwide strength, with 100% of students participating in a STEAM-focused project, experiment, model, or demo. MSA-3 will sustain this practice through continued integration of project-based learning, science and engineering design practices, technology integration, and student demonstrations of learning.

Digital literacy and blended learning will also continue, as 93% of graduates completed a Computer/Technology course and/or experienced blended learning. The school will continue supporting responsible technology use, digital citizenship, and technology-based learning experiences.

College and career readiness systems will be strengthened. Although CCI Prepared and dual enrollment outcomes exceeded targets, A-G completion was below target. MSA-3 will implement more frequent transcript audits, earlier identification of students at risk of not completing A-G requirements, stronger communication with students and families, and targeted credit recovery options. College acceptance documentation will also be strengthened to ensure all 2-year and 4-year acceptances are accurately collected and entered into Naviance or the appropriate tracking system.

CTE pathway development will be a priority for the coming year. Because CTE pathway completion and combined A-G/CTE completion remained at 0%, MSA-3 will review available CTE options, identify feasible pathway opportunities aligned to student interest and staffing capacity, and strengthen CALPADS and course sequence tracking.

MSA-3 will also strengthen systems for recognizing student achievement. The school will begin earlier tracking for Seal of Biliteracy, Golden State Seal Merit Diploma, and Advanced or Honors MPS Diploma eligibility. Counselors and academic leaders will monitor student progress toward these recognitions beginning earlier in high school and provide targeted communication to students and families about requirements.

AP outcomes will continue to be monitored once current-year College Board data becomes available. To strengthen AP success, MSA-3 will review AP course access, exam preparation supports, student readiness, and teacher support structures.

Overall, the coming year will focus on sustaining strong implementation in STEAM, advanced math, digital learning, dual enrollment, and CCI preparedness, while strengthening A-G completion systems, CTE pathway development, AP readiness, student recognition tracking, and college acceptance documentation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely	$269,305.18	Yes

Action #	Title	Description	Total Funds	Contributing
		high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Instructional Materials & Sups.: Title IV Part A; Amount: $3,180		
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A		
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$115,166.17	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	$140,692.11	Yes
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics,	$299,116.37	Yes

Action #	Title	Description	Total Funds	Contributing
		advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 10	2025-26 (As of 5/15/26): 8	2026-27: >= 8	+1
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 4	2026-27: >= 4	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30	2025-26 (As of 5/15/26): 92	2026-27: >= 10	+70
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%	2024-25: (As of 6/5/25) 2.3%	2025-26 (As of 6/10/26): 15.4%	2026-27: >= 15.0%	+1.8 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%	2024-25 P-2 ADA: 91.83%	2025-26 P-2 ADA: 92.82%	2026-27: (P-2 ADA) >= 92.00%	+0.87 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%	2023-24: (2024 Dashboard) 25.3%	2024-25 (2025 Dashboard): 29.3% 2025-26 (As of 5/22/26): 27.1%	2025-26: (2026 Dashboard) <= 20.0%	-4.6 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%	2024-25: (As of 6/5/25) 0.0%	2025-26 (As of 6/10/26): 1.6%	2026-27: <= 2.0%	-0.9 percentage points
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%	2023-24: (CDE DataQuest) 4.4%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 6/10/26): 0.0%	2025-26: (CDE DataQuest) <= 2.0%	-2.0 percentage points
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%	2023-24: (2024 Dashboard) 93.9%	2024-25 (2025 Dashboard): 100.0%	2025-26: (2026 Dashboard) >= 95.0%	+6.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 98.2%		
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 6.8%	2023-24: (2024 Dashboard) 2.2%	2024-25 (2025 Dashboard): 1.8% 2025-26 (As of 5/22/26): 3.9%	2025-26: (2026 Dashboard) <= 2.5%	-5.0 percentage points
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00%	2024-25 (CDE DataQuest): 0.0% 2025-26 (As of 5/22/26): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 98.4% -Families: 70.5% -Staff: 100.0%	2024-25: -Students: 96.8% -Families: 40.5% -Staff: 60.5%	2025-26: -Students: 86.4% -Families: 59.7% -Staff: 83.8%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: -12.0 percentage points -Families: -10.8 percentage points -Staff: -16.2 percentage points
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline,	2023-24: -Students: 63.0% -Families: 96.0% -Staff: 74.0%	2024-25: -Students: 62% -Families: 97% -Staff: 49%	2025-26: -Students: 64% -Families: 86% -Staff: 61%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: +1 percentage point -Families: -10 percentage points -Staff: -13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 70% -Families: 94% -Staff: 73%	2024-25: -Students: 66% -Families: 98% -Staff: 36%	2025-26: -Students: 56% -Families: 69% -Staff: 53%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -14 percentage points -Families: -25 percentage points -Staff: -20 percentage points
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.3%	2024-25: (Spring 2024 to Fall 2024) 84%	2025-26 (Spring 2025 to Fall 2025): 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-0.3 percentage points

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 4 during the 2025–26 school year at MSA-3 was partially successful, with strong progress in family engagement opportunities, advisory committee meetings, home visits, student attendance, graduation, dropout prevention, expulsion prevention, and student retention. MSA-3 continued to prioritize Connection by providing students, families, staff, and educational partners with opportunities to engage with the school community in a safe and nurturing environment.

Several planned actions were implemented effectively. MSA-3 held 8 Parent Advisory Committee meetings, meeting the 2026–27 target of at least 8 meetings. The school also held 4 English Learner Advisory Committee meetings, meeting the target of at least 4 meetings. Parent engagement activities increased significantly to 92 events, far exceeding the target of at least 10 events. This reflects a strong effort to

provide families with multiple opportunities to participate in school activities, receive information, and remain connected to the school community.

MSA-3 also showed improvement in personalized family outreach. The percentage of students receiving home visits increased to 15.4%, meeting the target of at least 15.0%. This represents a meaningful improvement from the prior year and demonstrates stronger implementation of home visits as a strategy to build relationships with families, strengthen communication, and support student outcomes.

Attendance and completion outcomes also showed areas of strength. The P-2 ADA rate was 92.82%, exceeding the target of at least 92.00%. The middle school dropout rate was 1.6%, meeting the target of 2.0% or lower. The high school dropout rate was 0.0%, also meeting the target of 2.0% or lower. The graduation rate remained strong at 98.2%, exceeding the target of at least 95.0%. The expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. Student retention was 85%, meeting the target of at least 85%.

However, some implementation challenges remained. Chronic absenteeism was 27.1%, which reflects improvement from the prior year but remains above the target of 20.0% or lower. The suspension rate increased to 3.9%, exceeding the target of 2.5% or lower, indicating a need to strengthen restorative practices, classroom management supports, early intervention systems, and MTSS/PBIS implementation.

School experience survey results also show areas requiring additional attention. Student survey participation was 86.4%, family participation was 59.7%, and staff participation was 83.8%, all below the 2026–27 targets. Average approval rates were 64% for students, 86% for families, and 61% for staff. Student approval was close to the 65% target, but family and staff approval remained below target. Overall satisfaction rates were 56% for students, 69% for families, and 53% for staff, all below target. These results indicate a need to strengthen student, family, and staff connection, communication, trust, and sense of belonging.

Overall, Goal 4 implementation was successful in expanding family engagement opportunities, increasing home visits, and maintaining strong ADA, graduation, dropout, expulsion, and student retention outcomes. Continued improvement is needed in chronic absenteeism, suspension reduction, survey participation, and student/family/staff satisfaction.

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

Goal 4 Action 1
Budgeted: $275.00
Actual: $275.00
Explanation: Expenditures for this action matched the budgeted amount exactly; therefore, no material difference is noted.

Goal 4 Action 2
Budgeted: $149,316.04
Actual: $146,361.48
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 4 Action 3

Budgeted: $581,292.43
Actual: $592,343.69
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

Goal 4 Action 4
Budgeted: $1,696.00
Actual: $1,696.00
Explanation: Expenditures for this action matched the budgeted amount exactly; therefore, no material difference is noted.

Goal 4 Action 5
Budgeted: $349,480.64
Actual: $322,835.12
Explanation: The difference between budgeted and actual expenditures was less than 10%; therefore, no material difference is noted.

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

The actions implemented under Goal 4 were effective in several areas and partially effective in others. Overall, MSA-3 made meaningful progress in family engagement, home visits, attendance, graduation, dropout prevention, expulsion prevention, and student retention. However, the actions were less effective in reducing chronic absenteeism, lowering suspension rates, increasing survey participation, and improving overall satisfaction.

Action 4.1, Seeking Family Input for Decision-Making, was effective. MSA-3 held 8 PAC meetings and 4 ELAC meetings, meeting both annual targets. These meetings provided families, including families of English Learners, low-income students, and students with disabilities, opportunities to provide input and participate in school decision-making.

Action 4.2, Building Relationships and Partnerships with Families for Student Outcomes, was effective. Parent engagement activities increased to 92 events, far exceeding the target of at least 10. This demonstrates a strong schoolwide effort to connect with families through events, meetings, and outreach opportunities. The home visit rate was 15.4%, meeting the 15.0% target. This indicates that MSA-3 strengthened personalized family outreach and improved implementation of home visits as a strategy to support family-school partnerships.

Action 4.3, MTSS, PBIS, and SEL Support, was partially effective. The school maintained a strong ADA rate of 92.82%, a graduation rate of 98.2%, a middle school dropout rate of 1.6%, a high school dropout rate of 0.0%, and an expulsion rate of 0.0%. These outcomes demonstrate that student support systems contributed to school persistence and completion. However, chronic absenteeism remained high at 27.1%, above the target of 20.0% or lower, and the suspension rate increased to 3.9%, above the target of 2.5% or lower. These outcomes indicate that MTSS/PBIS systems need further refinement, particularly in prevention, restorative practices, early attendance intervention, and behavior support.

Action 4.4, Annual Educational Partner Surveys, was partially effective. The school successfully administered surveys to students, families, and staff and collected important feedback. Survey participation improved for families and staff compared to the prior year, with family participation increasing to 59.7% and staff participation increasing to 83.8%. However, student participation decreased to 86.4%, and all participation rates remained below the 2026–27 targets. Average approval and overall satisfaction rates also remained below target, especially for staff and families. These results show that surveys were implemented but that additional action is needed to respond to feedback and improve educational partner experience.

Action 4.5, Community Outreach and Partnerships, was effective in supporting parent engagement and student retention. The school maintained an 85% student retention rate, meeting the target, and offered a high number of family engagement events. However, survey satisfaction and staff approval outcomes indicate that the school should continue strengthening communication, partnership structures, and follow-through on feedback from educational partners.

Overall, Goal 4 actions were effective in maintaining strong engagement structures, increasing home visits, and supporting attendance, graduation, dropout prevention, expulsion prevention, and student retention. They were partially effective in improving chronic absenteeism, suspension reduction, survey participation, and overall satisfaction among students, families, and staff.

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

Based on the 2025–26 outcomes, MSA-3 will continue the Goal 4 metrics to maintain year-over-year comparability, while strengthening implementation in areas that did not meet targets.

MSA-3 will continue to maintain strong PAC and ELAC implementation, as both targets were met. The school will also continue offering multiple family engagement events, while ensuring that events are aligned to family needs, student academic progress, school climate, and meaningful two-way communication.

MSA-3 will also sustain its improved home visit implementation. Because the home visit rate increased to 15.4% and met the 15.0% target, the school will continue using home visits as a strategy to strengthen personalized family outreach, build trust, and support students. To maintain this progress, MSA-3 will continue tracking home visits more consistently and will encourage staff to complete and document visits throughout the year rather than waiting until the end of the school year.

To reduce chronic absenteeism, MSA-3 will strengthen attendance intervention systems. This will include earlier identification of students with attendance concerns, more frequent family outreach, attendance team meetings, student support plans, and coordination with community resources when barriers to attendance are identified. Although ADA exceeded the target, chronic absenteeism remains above target and will require focused support.

To address the increased suspension rate, MSA-3 will strengthen MTSS, PBIS, and restorative practices. This will include clearer behavior expectations, consistent classroom management supports, restorative responses when appropriate, student reflection and re-entry practices, and data review to identify patterns by grade level, subgroup, location, and incident type. The school will also continue to monitor expulsion prevention and alternatives to exclusionary discipline.

To improve survey participation, MSA-3 will use a more structured survey administration plan for students, families, and staff. This may include designated completion windows, reminders, family communication, staff meeting time, and student advisory or homeroom time for survey completion. The school will also communicate how survey feedback is reviewed and used so educational partners understand the value of participating.

To improve student, family, and staff approval and satisfaction, MSA-3 will review survey results by stakeholder group and identify specific areas of need related to academic support, discipline fairness, safety, sense of belonging, communication, and staff morale. Staff connectedness and satisfaction will be a priority area, as staff approval and overall satisfaction remain below target. The school will identify opportunities to improve communication, shared decision-making, recognition, workload clarity, and staff culture.

Overall, the coming year will focus on sustaining effective family engagement, home visit implementation, and completion outcomes while strengthening chronic absenteeism interventions, restorative behavior supports, survey participation, and student, family, and staff satisfaction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and	$141,527.67	Yes

Action #	Title	Description	Total Funds	Contributing
		accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds. -TeacherSalaries: Title I; Amount: $11,500.00 -STRS: Title I; Amount: $2,196.50 -OASDI/Medicare: Title I; Amount: $166,75 -Unemployment Insurance: Title I; Amount: $57.50		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School	$476,679.97	Yes

Action #	Title	Description	Total Funds	Contributing
		will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins Mats & Sups: Title I; Amount: $4,129.76		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds:	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5800 Professional Services: 3010 Title I: $1,696		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$313,568.35	Yes

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
$696,138	$31,768

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.446%	0.000%	$0.00	15.446%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4:

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	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

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

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

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

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

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

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

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

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

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

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			have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior

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			and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school

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		course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3.	years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed

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			courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA

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			School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

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

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		This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. **Scope:**	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy,	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

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

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		sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)

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	that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed

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			courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the

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			requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning;

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
			knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source:

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
	not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. **Scope:** LEA-wide	Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision	Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the

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
	majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout	teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source:

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
		rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question,

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
			"Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental,	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS)

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
	learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased	• High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

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
		chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP,	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school	Goal 4: • School experience survey "participation rates" by students, families, and staff

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
	SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have

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
	rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences

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
			or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)

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
			• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest)

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
			Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS)

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
			• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and

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
			would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-3 will utilize the concentration grant add-on funds ($31,768) in the following manner:

MSA-3 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,506,938	696,138	15.446%	0.000%	15.446%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,796,699.97	$1,390,787.33	$0.00	$467,422.66	$6,654,909.96	$4,049,231.96	$2,605,678.00

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	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$29,999.00	$29,999.00				$29,999.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$128,061.99	$268,595.85	$315,694.30	$80,000.00		$963.54	$396,657.84	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$25,599.00	$542,584.20	$568,183.20				$568,183.20	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$15,628.00	$15,628.00				$15,628.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$738,099.38	$738,099.38				$738,099.38	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$1,345,272.72	$285,120.00	$1,524,864.14	$105,528.58			$1,630,392.72	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$21,686.00	$3,686.00			$18,000.00	$21,686.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$403,611.84	$52,152.35	$168,749.50	$159,786.08		$127,228.61	$455,764.19	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$725,904.81	$316,264.00	$222,244.95	$519,923.86		$300,000.00	$1,042,168.81	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,125.18	$3,180.00	$198,940.81	$67,184.37		$3,180.00	$269,305.18	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,166.17	$0.00	$92,261.62	$22,904.55			$115,166.17	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$89,366.11	$51,326.00	$140,692.11				$140,692.11	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,636.37	$202,480.00	$140,136.37	$158,980.00			$299,116.37	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,369.21	$16,158.46	$127,606.92			$13,920.75	$141,527.67	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,550.21	$22,129.76	$343,424.68	$129,125.53		$4,129.76	$476,679.97	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$273,568.35	$40,000.00	$166,213.99	$147,354.36			$313,568.35	

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
4,506,938	696,138	15.446%	0.000%	15.446%	$1,397,615.00	0.000%	31.010 %	**Total:**	$1,397,615.00
								LEA-wide Total:	$1,397,615.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$15,628.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,686.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,749.50	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,940.81	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,261.62	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$140,692.11	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,136.37	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,606.92	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,424.68	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,213.99	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,205,678.33	$7,423,898.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$29,999.00	$39,999.00
1	**1.2**	Instructional materials and technology	No	$388,822.42	$407,335.91
1	**1.3**	Clean and safe facilities that support learning	No	$581,488.25	$635,983.56
1	**1.4**	Healthy and nutritious meals	Yes	$10,508.00	$15,628.00
1	**1.5**	Well-orchestrated Home Office support services	No	$905,505.00	$871,852.40
2	**2.1**	Broad course of study and standards based curriculum	No	$1,715,577.96	$1,757,615.85
2	**2.2**	Professional development for high-quality instruction	Yes	$18,357.20	$34,357.20
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$689,448.46	$714,071.81
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes		
2	**2.5**	Support for students with disabilities	No	$764,286.53	$984,452.35
3	**3.1**	College/Career readiness programs and activities	Yes	$258,688.25	$266,097.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$0.00	
3	3.3	Digital literacy and citizenship programs	Yes	$114,261.57	$116,966.86
3	3.4	Physical education, activity, and fitness	Yes	$177,720.35	$133,729.04
3	3.5	Additional programs and activities that support well-rounded education	Yes	$468,955.23	$382,297.36
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$149,316.04	$146,361.48
4	4.3	MTSS - PBIS and SEL support	Yes	$581,292.43	$592,343.69
4	4.4	Annual educational partner surveys	Yes	$1,696.00	$1,696.00
4	4.5	Community outreach and partnerships	Yes	$349,480.64	$322,835.12

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)
913,073	$1,908,800.14	$2,724,963.29	($816,163.15)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$10,508.00	$15,628.00		
2	2.2	Professional development for high-quality instruction	Yes	$6,357.20	$34,357.20		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$434,223.49	$714,071.81		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes				
3	3.1	College/Career readiness programs and activities	Yes	$229,272.09	$266,097.73		
3	3.2	STEM and GATE programs	Yes	$0.00			
3	3.3	Digital literacy and citizenship programs	Yes	$91,537.94	$116,966.86		
3	3.4	Physical education, activity, and fitness	Yes	$171,667.85	$133,729.04		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$239,558.43	$382,297.36		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$133,169.29	$146,361.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	MTSS - PBIS and SEL support	Yes	$440,176.88	$592,343.69		
4	**4.4**	Annual educational partner surveys	Yes				
4	**4.5**	Community outreach and partnerships	Yes	$152,053.97	$322,835.12		

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)
5,092,663	913,073	0.000%	17.929%	$2,724,963.29	0.000%	53.508%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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