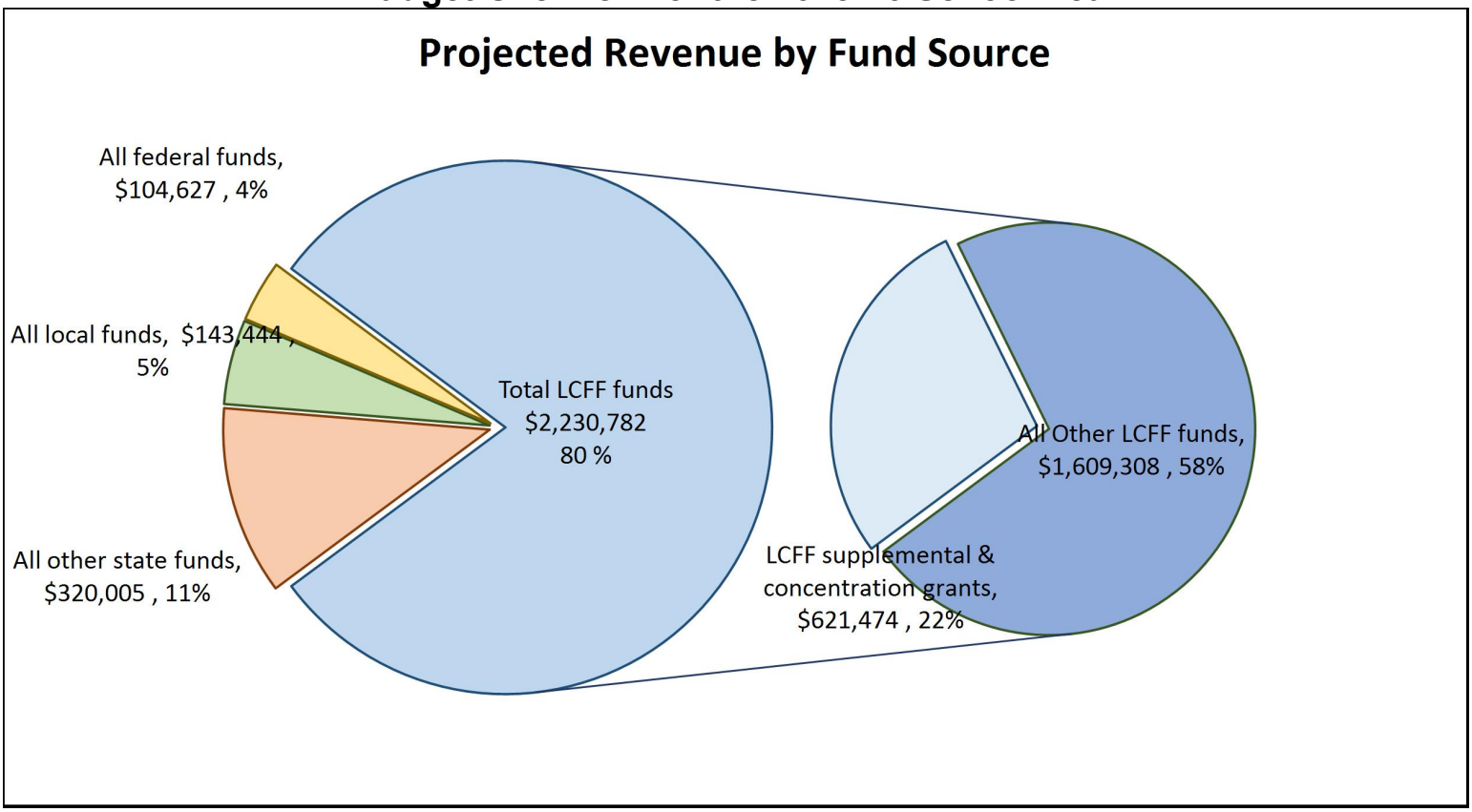
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4
CDS Code: 19-64733-0117622
School Year: 2025-26
LEA contact information:
Elizabeth Rizzuto
Principal
mavsar@magnoliapublicschools.org
(310) 473-2464

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 2025-26 School Year

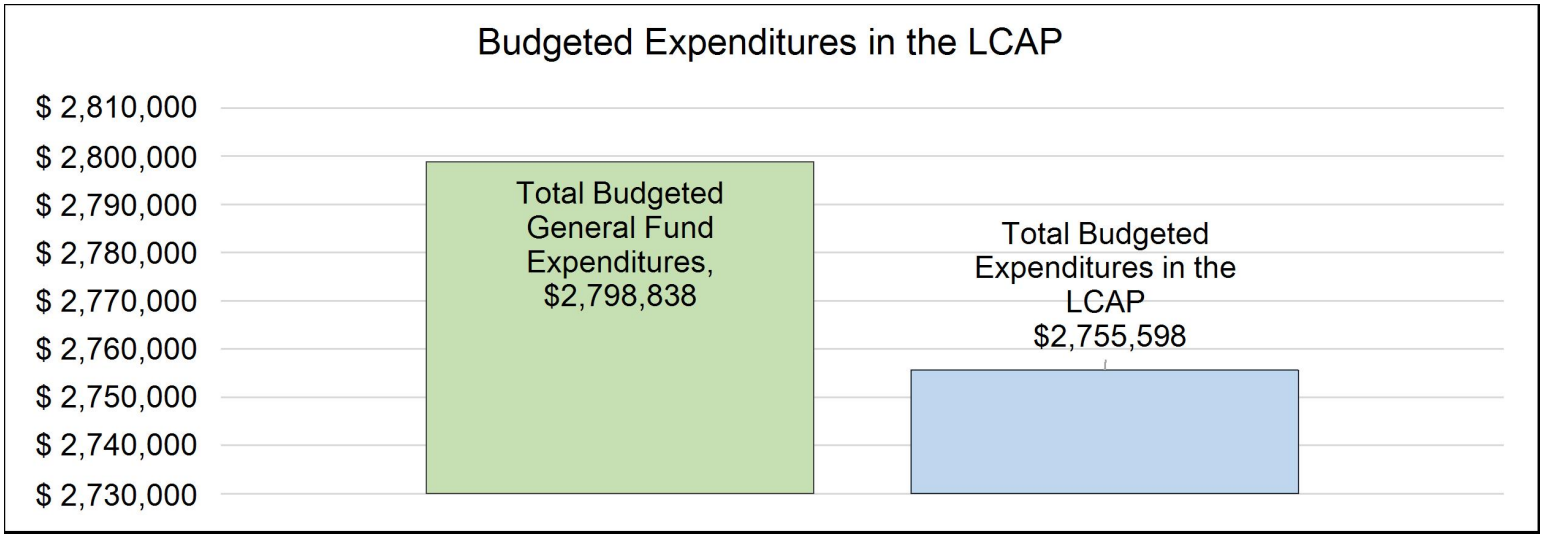


This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is $2,798,858, of which $2,230,782.00 is Local Control Funding Formula (LCFF), $320,005.00 is other state funds, $143,444.00 is local funds, and $104,627.00 is federal funds. Of the $2,230,782.00 in LCFF Funds, $621,474 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-4 plans to spend for 2025-26. 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-4 plans to spend $2,798,838 for the 2025-26 school year. Of that amount, $2,755,598.00 is tied to actions/services in the LCAP and $43,240 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the expenditures outlined in the LCAP, Magnolia Science Academy 4 uses General Fund dollars to cover other essential operational costs that are not specifically tied to LCAP goals. These may include one or more of the following expenditures such as utilities, facilities maintenance, administrative services, technology infrastructure, insurance, and schoolwide operational support. These foundational investments are critical to ensuring the daily operations of the school and supporting a safe and functional learning environment but are not directly referenced in the LCAP's specific goals or actions.

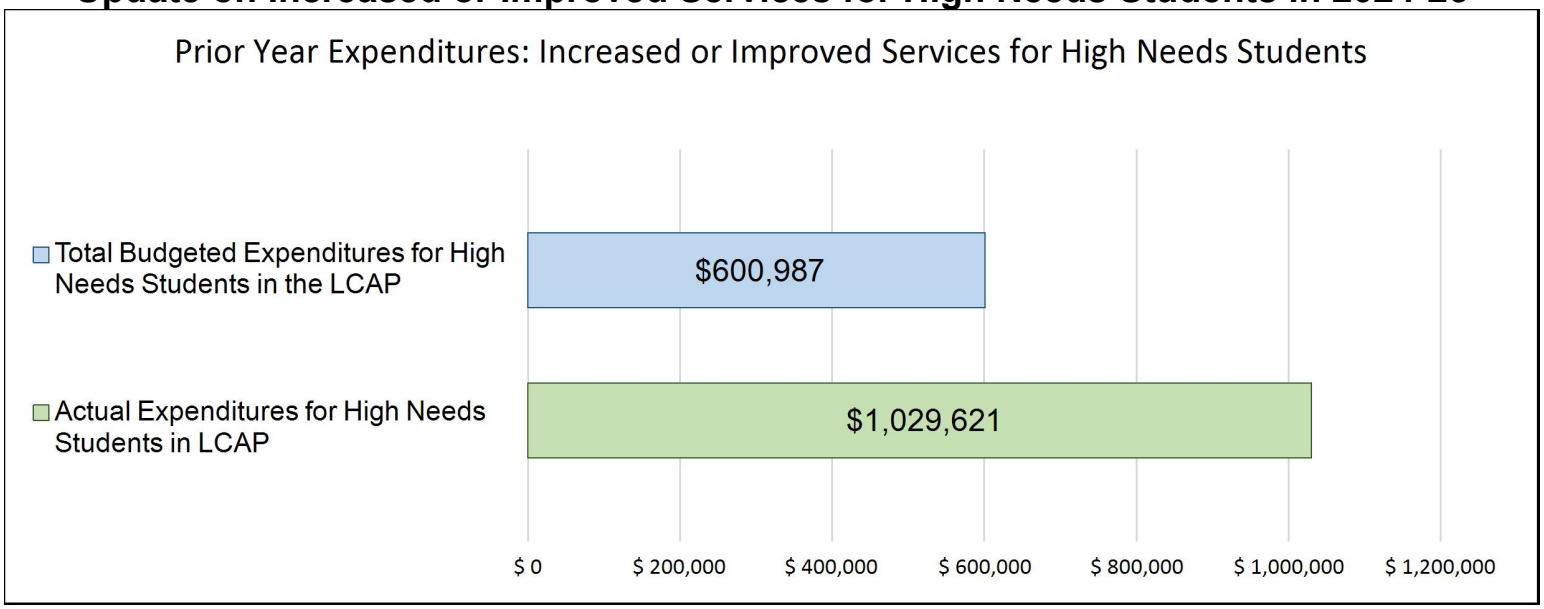
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Magnolia Science Academy-4 is projecting it will receive $621,474 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend $707,978.80 towards meeting this requirement, as described in the LCAP.

Magnolia Science Academy 4 will meet the requirement of providing all of the planned actions and services for high needs students using LCFF supplemental and concentration grants for 2025-26. The difference between the projected LCFF supplemental and concentration revenue and budgeted amount for actions and services will be paid with other applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership,, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Magnolia Science Academy-4 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-4 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 2024-25, Magnolia Science Academy-4's LCAP budgeted $600,987.07 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent $1,029,621.27 for actions to increase or improve services for high needs students in 2024-25.

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-4	Elizabeth Rizzuto Principal	erizzuto@magnoliapublicschools.org (310) 473-2464

Plan Summary [2025-26]

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 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 6-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Our Goals
Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other educational partners will feel a sense of community and connectedness.

Reflections: Annual Performance

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

SUCCESSES
Magnolia Science Academy-4 (MSA-4) continues to celebrate meaningful academic progress and student achievement across several critical areas, including graduation rates, college and career readiness, reclassification, and student proficiency in English Language Arts (ELA).

Graduation and College Readiness
MSA-4 remains committed to ensuring that all students graduate with the skills and qualifications necessary for post-secondary success. For the fourth consecutive year, our high school graduation rate has remained above 90%, reflecting our ongoing support for students facing academic or personal challenges. Through systems like Edgenuity—our online platform for credit recovery—and a responsive counseling program, students are supported in meeting graduation requirements, even if they arrive at MSA-4 with credit deficiencies. This speaks to the dedication of our staff and the culture of high expectations and support cultivated across the school.

In alignment with our mission to prepare every graduate for higher education, our high school graduation requirements continue to mirror the University of California (UC) and California State University (CSU) A-G requirements. These rigorous standards ensure that all students, regardless of background, have access to a college-bound pathway. As a result, MSA-4 continues to outperform district and state averages in college readiness. According to the 2024 CA Dashboard, 68.8% of students were classified as “Prepared” on the College/Career Indicator, earning the school a "High" performance status. This positions MSA-4 well above both the state average of 45.3% and the LAUSD average of 45.4%, reflecting our strong college-going culture
.

MSA-4 also proudly reports that 100% of graduating seniors in June 2024 were accepted to either a two- or four-year college, with 68.8% gaining admission to a four-year university. This continued success demonstrates the effectiveness of our college counseling, family engagement, and the pervasive expectation that all students are capable of post-secondary achievement.

English Language Arts Achievement
Student performance in ELA continues on a positive trajectory. According to the 2024 CA Dashboard, 47.46% of MSA-4 students met or exceeded standards, marking another year of growth from 44.44% in 2023 and 37.50% in 2022
. This improvement is further substantiated by a +15.6-point increase in Average Distance from Standard, indicating a significant move from “Low” to “Medium” status.

This consistent progress is the result of intentional and collaborative instructional strategies. The school-wide implementation of the ACE writing framework, paired with our MyON reading program during Advisory, has enhanced student writing and literacy. Rigorous grade-level instruction, combined with scaffolded support for struggling readers and English Learners (ELs), ensures that students are accessing and mastering complex texts. Moreover, English Language Development (ELD) instruction, delivered by trained specialists and coordinated by our ELD Coordinator, has been instrumental in supporting linguistic and academic growth.

Reclassification and English Learner Progress
English Learner progress is another area of celebration. The 2024 CA Dashboard reveals that 63.6% of EL students at MSA-4 made progress on the ELPAC, placing the school in the “High” performance level, with a +2.5% increase from the previous year
. This achievement reflects our sustained investment in robust ELD programming, designated EL classes, and teacher professional development aligned with EL strategies.

Reclassification efforts also remain strong. As of June 2024, 19% of EL students were eligible for reclassification, and over 70% demonstrated growth on the ELPAC, reinforcing the strength of our language support systems and instructional alignment.

Local Assessment Growth (MAP)
Internally, we use NWEA MAP Growth assessments to monitor academic progress across the year. During the 2023–24 school year, all grade levels demonstrated gains in both Reading and Math, as reflected by increased RIT scores from Fall to Spring. This growth indicates that students are developing foundational and advanced skills, and that our instructional approaches—including personalized interventions, test-prep strategies, and SBAC-aligned assessments—are successfully supporting academic development.

CHALLENGES
While MSA-4 celebrates notable gains in several academic areas, key challenges persist that continue to demand our focused attention. Mathematics achievement, in particular, remains an area of concern despite encouraging signs of improvement. According to the 2024 CA School Dashboard, MSA-4 demonstrated a significant positive shift in mathematics, increasing its Average Distance from Standard by 42.5 points. This substantial growth represents a meaningful step forward and suggests that the strategies implemented over the past year are beginning to take root. However, the overall status remains in the “Low” performance category, with students still performing 93.6 points below the standard. This indicates that although progress is being made, many students are still not meeting grade-level expectations in mathematics.

To address this challenge, MSA-4 has been deliberate in its efforts to embed data-driven instructional practices and provide multiple layers of academic support. Teachers continue to analyze Interim Assessment Block (IAB) data and MAP Growth results to inform their daily instruction and identify students requiring targeted intervention. Pull-out sessions during Study Hour, expanded tutoring options before and after school, Saturday intervention programs, and structured small-group instruction in core classrooms are some of the avenues through which students are receiving support. The use of technology-based platforms such as IXL and SBAC-aligned warm-up activities has also played a key role in building foundational skills. While these efforts have contributed to this year’s gains, we recognize that sustained and accelerated growth is necessary to close the achievement gap in math. The challenge now is to maintain the upward trajectory and move more students into proficiency, ensuring equitable access to rigorous content and closing historical performance gaps.

Another pressing challenge for MSA-4 is chronic absenteeism, which continues to affect student learning and engagement. The school’s chronic absenteeism rate for 2024 stands at 29.0%, placing it in the “Very High” performance category on the Dashboard. This rate is substantially higher than the state average of 18.6% and reflects a serious obstacle to student success. Attendance is a foundational prerequisite for academic achievement, and when students are not present regularly, they miss critical instruction, peer collaboration, and the continuity of learning experiences that contribute to their growth.

The root causes of chronic absenteeism at MSA-4 are complex and multifaceted. Many students face barriers such as transportation issues, family responsibilities, health concerns, or social-emotional challenges that interfere with consistent attendance. Recognizing the urgency of this issue, MSA-4 has expanded its Multi-Tiered System of Supports (MTSS) to include targeted attendance interventions. Staff are actively monitoring attendance data, conducting outreach to families, and coordinating with our Community Liaison to provide resources and remove obstacles that prevent students from coming to school consistently. Incentive programs have been introduced to encourage and celebrate regular attendance, and communication platforms such as Parent Square are being used to engage families in a timely and culturally responsive manner. However, the challenge remains ongoing and requires continued collaboration across staff, families, and community partners to foster a culture where consistent attendance is the norm and is valued as a shared responsibility.

Finally, MSA-4 continues to face challenges in supporting specific student groups who have historically been underserved and are currently performing at the lowest levels on state indicators. According to the 2024 CA Dashboard, students with disabilities, English Learners, socioeconomically disadvantaged students, and Hispanic students were identified as receiving the lowest performance level—“Red”—in one or more areas such as English Language Arts and Mathematics. Students with disabilities, for instance, continue to struggle in both ELA and math, with average scores significantly below standard. English Learners face not only linguistic hurdles but also academic and social-emotional ones, particularly those who are newcomers or long-term ELs with interrupted educational experiences. Many of our English Learners also have overlapping needs due to learning disabilities, making it essential that our intervention systems are both responsive and flexible.

In response, MSA-4 has prioritized these groups through structured, data-informed intervention plans. However, the complexity of their needs means that progress takes time and requires sustained investment. Instructional staff are working diligently to deliver differentiated instruction, provide targeted ELD support, and create inclusive classroom environments where all learners can thrive. We remain committed to ongoing professional development in Universal Design for Learning (UDL), culturally responsive pedagogy, and trauma-informed practices to better serve these students. As we move forward, our goal is not only to raise achievement levels but also to ensure that every student feels seen, supported, and empowered to reach their full potential.

MSA-4 is determined to meet these challenges head-on, with a clear focus on continuous improvement, equity, and holistic student success. Through intentional planning, rigorous monitoring, and the unwavering commitment of our educators and families, we aim to transform these challenges into future successes.

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	At MSA-4, engaging parents in school decision-making, particularly the LCAP process, remains a top priority. To ensure diverse representation, our Parent Advisory Committee (PAC) includes parents of students with disabilities, English Learners, and socioeconomically disadvantaged students. Throughout the school year, MSA-4 held eight PAC meetings where families engaged in data review, goal-setting conversations, and the evaluation of schoolwide programs. These meetings served as critical forums for parent voice and ensured that community needs directly shaped our goals and budgetary decisions. In addition to PAC, parents participated in our English Learner Advisory Committee (ELAC), where they contributed feedback specific to the needs of our English Learner population. ELAC input helped shape our designated ELD course offerings and informed family engagement strategies outlined in Goal 3 of our LCAP. To expand accessibility and build capacity, meetings and communications were offered in English and Spanish. Beyond advisory committees, MSA-4 strengthened its family engagement this year through targeted workshops and schoolwide events. Notably, we hosted a CPR certification training, a financial aid workshop for college-bound families, and coordinated fire relief donation efforts in response to local emergencies. These events not only provided practical resources but also fostered stronger

Educational Partner(s)	Process for Engagement
	relationships between families and school staff. Parents were also invited to participate in monthly WASC self-study planning meetings, where they contributed to the development of our long-term school improvement plans through two-hour collaborative sessions. Their input helped shape both our accreditation narrative and LCAP priorities.
Students	Student involvement was central to our LCAP development process this year. Students participated as representatives in PAC meetings, providing insight on school climate, academic supports, and the effectiveness of instructional practices from their perspective. This direct involvement ensured that student voices—particularly those of English Learners and students from underserved groups—were integrated into goal setting and progress monitoring. In addition to in-person engagement, MSA-4 gathered feedback from students through KELVIN, a platform used to conduct surveys addressing both academic experience and social-emotional learning (SEL) needs. These surveys were administered multiple times throughout the year, allowing the leadership team to identify areas where students felt disconnected, unsupported, or in need of additional resources. Results were reviewed in LCAP planning sessions and used to refine programs such as advisory curriculum, peer mentoring, and mental health services. A major platform for student leadership this year was their consistent participation in our monthly WASC planning meetings, where students collaborated alongside teachers, administrators, and parents in developing the school's self-study report and identifying long-term goals. These two-hour sessions each month allowed students to speak authentically about their school experience and play an integral role in shaping institutional change.
Teachers	Teachers were active contributors to the LCAP process through their involvement in weekly staff meetings, professional development sessions, and instructional leadership team gatherings. These settings provided space for reflection on student data, analysis of

Educational Partner(s)	Process for Engagement
	instructional practices, and collaborative planning to enhance academic outcomes. Teachers regularly reviewed Dashboard and MAP Growth data, disaggregated by subgroup, and offered recommendations on how to best support struggling learners. Teacher voice was especially important in shaping strategies around inclusive instruction, intervention systems, and English Learner supports. Many teachers also participated in ELAC meetings, sharing classroom-based insights that informed ELD implementation and the development of culturally responsive practices. In addition, teacher representatives participated in the monthly WASC planning process, contributing directly to the writing of the self-study and the formulation of goals that aligned with both WASC and LCAP requirements.
School administrators	The school's administrative team played a pivotal role in coordinating all educational partner engagement and guiding the LCAP development process. Administrators led PAC and ELAC meetings, facilitated teacher collaboration, and supported the design and execution of educational partner surveys and focus groups. LCAP planning was a standing item during weekly administrative meetings, allowing the leadership team to monitor implementation, assess progress toward metrics, and plan for continuous improvement. Administrators also ensured alignment between the LCAP and the school's WASC action plan, which was co-developed over a series of monthly meetings involving all educational partners. These sessions served as a unifying space for collaborative visioning, where administrators worked closely with students, families, and staff to co-construct goals that reflected shared values and collective aspirations.
Other school personnel	Classified staff and other school personnel were included in the engagement process through department meetings and collaborative planning sessions. These team members—ranging from office staff to instructional aides and support personnel—provided vital insight into operational and instructional systems. Their perspectives on safety, student supervision, midday routines, and intervention logistics

Educational Partner(s)	Process for Engagement
	informed improvements to our campus culture and Tier 2 academic supports. Support staff also participated in the WASC educational partner meetings, where they contributed to discussions on school climate, facilities, and wraparound services. Their involvement ensured that the daily realities of non-classroom staff were represented in our self-study and LCAP planning efforts.
SELPA	MSA-4 continued to engage in meaningful collaboration with the El Dorado Charter SELPA to ensure that the academic and social-emotional needs of students with disabilities were embedded in our LCAP. SELPA representatives worked closely with our Education Specialist and school leaders to review compliance data, program delivery, and instructional supports. Their input was shared during administrative meetings and staff development days, where they offered expertise on improving inclusive practices and differentiated instruction. This collaboration resulted in targeted LCAP actions related to professional development in Universal Design for Learning (UDL), paraprofessional staffing, and enhanced monitoring of IEP goals. SELPA guidance also supported the alignment of our WASC self-study and LCAP by reinforcing the importance of access and equity in all school improvement efforts.

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

At Magnolia Science Academy-4 (MSA-4), the development, implementation, and monitoring of the Local Control and Accountability Plan (LCAP) is a yearlong, collaborative process rooted in educational partner input, continuous reflection, and data-informed decision-making. Educational partner feedback is not only welcomed—it is essential to shaping the goals, actions, and resource allocations outlined in the final LCAP. This feedback has directly influenced both the development of new strategies and the refinement of existing programs aimed at improving student outcomes.

The process began with a thorough review of the previous year's LCAP, including progress toward goals, assessment data trends, and the efficacy of existing actions. This foundational review ensured that basic services—such as teacher assignments, access to standards-aligned instructional materials, technology access, and safe facilities—remained intact and were effectively supporting student learning. From there,

we worked throughout the school year to engage all educational partners in meaningful dialogue to identify areas for continued investment, strategic adjustment, or innovation.

Our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) met multiple times during the year to analyze data from the CA Dashboard, ELPAC, MAP Growth, and school climate indicators. Parents expressed a strong interest in expanding academic interventions and continuing targeted support for English Learners. Their recommendations led to the strengthening of Goal 2 (academic supports and interventions) and Goal 3 (family engagement and access to services). Specifically, parents advocated for more after-school support, culturally responsive outreach, and opportunities to build community—resulting in actions that expanded workshop offerings and bilingual communication efforts. Feedback from our community events and workshops, including CPR training, financial aid seminars, and family relief efforts, highlighted the importance of holistic supports that go beyond academics, prompting a more integrated approach in our engagement and student wellness strategies.

Students were surveyed through the KELVIN platform, where their feedback provided critical insight into both academic experience and social-emotional well-being. Survey data showed a need for more consistent advisory programming, peer connection opportunities, and improved access to mental health resources. These insights led to adjustments in SEL curriculum, as well as increased emphasis on mental health supports within the LCAP. Students also participated in the monthly WASC meetings, where they worked alongside staff and families to reflect on the school's strengths and areas of growth. Their voices helped shape long-term planning, particularly around school climate and college readiness.

Teachers and staff engaged in regular review of LCAP goals through weekly meetings, professional learning communities, and WASC planning sessions. Teachers recommended refining instructional practices through continued professional development, especially in the areas of Universal Design for Learning (UDL), English Language Development, and small-group instruction. As a result, the LCAP includes enhanced training and collaboration opportunities aimed at building instructional capacity across disciplines. Additionally, classroom teachers emphasized the need to reconfigure how interventions were delivered during Study Hour, which led to revised staffing and scheduling strategies to increase instructional time for struggling students.

School administrators synthesized input from all groups and monitored progress toward goals in weekly leadership meetings. They played a key role in facilitating a transparent planning cycle, ensuring that priorities voiced by students, staff, and families were addressed in the budget and aligned to both the LCAP and the school's WASC action plan. The simultaneous development of the WASC self-study and the LCAP provided a unique opportunity to integrate educational partner input across two critical frameworks. Monthly two-hour WASC meetings invited all educational partners to participate collaboratively in developing schoolwide goals, many of which were reflected directly in the adopted LCAP.

Support staff and classified personnel contributed their insights through department discussions and direct feedback to the administrative team. Their perspectives on school safety, student supervision, operational efficiency, and the implementation of interventions helped fine-tune logistical elements of the plan—particularly those related to student support systems and facilities management.

SELPA representatives from El Dorado Charter SELPA also provided valuable input throughout the year. Working closely with our Education Specialist, the SELPA team reviewed the delivery of services for students with disabilities and offered targeted recommendations to improve

inclusive practices, professional development, and IEP monitoring. Their guidance informed several actions under Goal 1, ensuring that special education needs remained front and center in schoolwide planning.

The entire LCAP process culminated in the public presentation of the draft plan, followed by a public hearing and formal adoption by the Board. This final step reflected not only a legal requirement but a symbolic affirmation of the shared work of our community. The adopted LCAP for 2024–25 is a reflection of a holistic and collaborative planning process, deeply informed by those closest to the students we serve. It demonstrates our collective commitment to advancing equity, excellence, and opportunity for all learners at MSA-4.

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: 93.8%	2022-23: 79.6%		2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25): 		2026-27: 0%	

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%			
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		2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 33%	2024-25: (Fall 2023 to Fall 20224) 70%		2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.0%	2024-25: (As of 5/31/25) 95.1%		2026-27: >= 95.0%	

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Magnolia Science Academy-4 (MSA-4) made significant progress toward the successful implementation of Goal 1, ensuring that all students and staff had access to the fundamental components of a high-quality learning and working environment. The school remained committed to providing fully credentialed teachers, standards-aligned instructional materials, and safe, well-maintained facilities in alignment with State Priority 1 (Basic Conditions of Learning), while also addressing related priorities around student achievement, engagement, and parental involvement.

MSA-4 continued to work closely with the Magnolia Public Schools (MPS) Home Office to ensure compliance and consistency in operational supports. The MPS Home Office provided ongoing assistance in areas such as human resources, IT, facilities, academics, and

accountability, allowing school leaders to monitor key indicators and respond effectively to emerging needs. The collaboration supported the Charter School in maintaining compliance with relevant state regulations while pursuing excellence in day-to-day service delivery.

One area of implementation that required focused attention this year was teacher credentialing and retention. According to the 2024–25 data, 70% of teaching assignments had an outcome of “clear” in the assignment monitoring system, representing a notable recovery from the 2022–23 low of 79.6%, but still short of the pre-pandemic baseline of 93.8% recorded in 2021–22. MSA-4 made strategic hires during this school year and provided instructional coaching and support systems to help newly credentialed and intern teachers advance toward clear credentials. Efforts to improve retention included refining onboarding systems, promoting internal leadership opportunities, and increasing alignment between teacher feedback and professional development offerings. As a result, the teacher retention rate rose sharply from 33% in 2023–24 to 70% in 2024–25, an important milestone in our ongoing efforts to stabilize instructional staffing.

Instructional materials access remained a key strength at MSA-4. As of June 2025, 0% of students were without their own copies of standards-aligned instructional materials for both classroom and home use. This result met our target and reflected strong inventory systems and timely ordering practices by the school’s operations team, ensuring equitable access to resources across all grade levels.

The school facilities also continued to meet the “good repair” standard. In both the 2023–24 and 2024–25 years, there were zero identified deficiencies on the Facilities Inspection Tool (FIT), demonstrating a continued commitment to maintaining safe, clean, and functional learning environments. This outcome was supported by regular walkthroughs, timely repairs, and preventive maintenance conducted by site custodial staff in coordination with the MPS Facilities Team.

Challenges emerged in maintaining a high teacher attendance rate. The 2024–25 teacher attendance rate was 95.1%, a slight decline from the 97.0% reported in the prior year. While this figure still meets our long-term goal of 95% or above, it highlights the need for additional systems to support staff wellness and reduce burnout. School leadership responded by offering additional planning time during professional development days, encouraging use of wellness leave when appropriate, and promoting a culture of self-care and collegial support.

Successes and Reflections
Overall, the school experienced measurable successes in improving staffing consistency, preserving access to core materials, and maintaining a high-quality physical environment. The teacher retention rate saw the most significant year-over-year growth, reflecting the school’s intentional investments in recruitment, support, and staff development. While there is still work to be done in elevating the percentage of fully credentialed teachers and continuing to support teacher wellness, MSA-4 remains on track to meet the Year 3 goals outlined in the LCAP.

In summary, the actions under Goal 1 were implemented as planned, with no substantive deviations, and they yielded positive outcomes across most metrics. These basic services continue to serve as the essential foundation for high academic performance, positive student engagement, and staff satisfaction. As we move into the next year, we will continue to strengthen staffing systems, invest in instructional quality, and ensure our facilities remain conducive to both teaching and learning.

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

Goal 1 Action 1
Budgeted: $12,300.00
Actual: $12,300.00
Explanation: There were no material differences between the budgeted and actual expenditures for this action. The funds were used as planned to support school safety systems and facility compliance measures, including site inspections, emergency supplies, and wellness resources to ensure a high-quality learning environment.

Goal 1 Action 2
Budgeted: $98,600.13
Actual: $110,829.13
Explanation: The increase in actual expenditures is due to additional facility-related costs incurred under Prop 39. These expenses were not fully anticipated at the time of budgeting but were necessary to fulfill the requirements and final obligations tied to the Prop 39 funding during the 2024–25 school year.

Goal 1 Action 3
Budgeted: $260,184.00
Actual: $314,184.00
Explanation: This action, which supports the cost of providing fully credentialed teachers, experienced a material increase in expenditures due to strategic mid-year hiring and salary adjustments required to attract and retain qualified staff. In a competitive labor market, MSA-4 needed to offer higher salary placement to secure credentialed teachers in hard-to-staff subject areas. Additionally, the school invested in supplemental coaching and onboarding support for new staff, which increased personnel-related costs beyond the initial projection.

Goal 1 Action 4
Budgeted: $9,000.00
Actual: $7,000.00
Explanation: The actual expenditures were lower than budgeted due to cost savings in instructional material procurement. The school was able to access shared curriculum resources and digital licenses at a reduced rate through network-wide purchasing agreements facilitated by the Magnolia Public Schools Home Office. As a result, fewer funds were needed to ensure that all students had access to standards-aligned materials.

Goal 1 Action 5
Budgeted: $252,968.65
Actual: $226,526.65
Explanation: The variance in this action is due to changes in staff retention that occurred mid-year. While the budget had accounted for full staffing for classified support and wellness services, a few positions experienced brief vacancies before being filled. During the vacancy

periods, associated salary and benefits costs were not incurred, resulting in a lower total expenditure than planned. Despite the staffing gaps, MSA-4 continued to provide essential student services by redistributing responsibilities and leveraging district-level supports.

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

Overall, the actions implemented under Goal 1 have been largely effective in supporting Magnolia Science Academy-4's commitment to providing a high-quality, safe, and well-resourced learning environment. The school made meaningful progress toward meeting key metrics, with improvements in teacher retention, sustained access to standards-aligned instructional materials, and consistently well-maintained facilities.

Action 1, which supports compliance and school safety systems, was fully implemented and achieved its intended impact. Regular inspections and the alignment of facilities procedures with compliance requirements helped ensure that the campus remained safe, clean, and conducive to learning. No instances were reported where the facilities fell below the "good repair" standard for the second consecutive year, indicating the continued success of this action.

Action 2 showed mixed but generally positive effectiveness. Although expenditures exceeded the original budget due to unanticipated Prop 39-related costs, the school was able to maintain high standards for campus operations and meet reporting obligations. The flexibility to address these facility needs helped prevent disruptions to learning and supported a healthy physical environment, which aligns directly with the goal's intent.

Action 3, which focused on staffing fully credentialed teachers, was highly impactful. The teacher retention rate increased from 33% to 70%, a significant improvement that signals growing stability in the instructional staff. This progress is likely due to deliberate investments in hiring, onboarding, and staff support. However, the overall percentage of teachers with a "clear" assignment outcome still requires continued improvement to reach pre-pandemic levels, indicating that while the action was effective, further support is still needed.

Action 4, which provided for the acquisition of standards-aligned instructional materials, was fully implemented and effective. With 0% of students lacking access to instructional materials at school or at home, this action successfully ensured that all learners were equipped with the necessary tools for academic success.

Action 5, aimed at staffing support roles and improving wellness and operational systems, also yielded positive results, although slightly under budget. Even with brief staffing vacancies, the school maintained core services and redirected duties as needed to ensure student support was not interrupted. The action contributed to a strong teacher attendance rate of 95.1%, close to the target of 95%, and indicates that the staff support infrastructure remains stable and effective.

In conclusion, the specific actions under Goal 1 have been largely effective in advancing MSA-4's commitment to maintaining high-quality basic services. Improvements in staffing, consistent availability of learning materials, and facility upkeep have contributed to a solid foundation for student learning. Continued attention to credentialing, recruitment, and facility funding will be necessary to sustain and build upon these gains in future years.

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.

As part of our ongoing process of reflection and continuous improvement, Magnolia Science Academy-4 has reviewed the implementation and outcomes of Goal 1 to determine what adjustments are needed to ensure continued progress. Based on this reflection, several changes have been made to enhance the effectiveness of our actions and more accurately measure progress toward our goal of maintaining high-quality basic services.

While the core goal remains unchanged, key adjustments have been made to metrics and actions based on prior implementation experience:

One significant area of change involves the teacher credentialing metric. Although MSA-4 saw a substantial increase in teacher retention this year, the percentage of teachers with “clear” assignment outcomes remains lower than pre-pandemic levels. To address this, we will add a targeted action to support intern and preliminary credentialed teachers, including more structured mentoring, release time for professional development, and improved data tracking of credentialing progress. This refinement will provide more direct support to help early-career educators move toward full credentialing, which is critical to meeting our long-term target.

Additionally, refinements have been made to budget forecasting under facility-related actions. Given the unanticipated rise in costs associated with final Prop 39 obligations this year, we will work closely with the MPS Home Office to better anticipate deferred maintenance or closeout funding needs tied to compliance projects. This will improve the accuracy of budgeting and reduce unexpected variances that may impact other service areas.

In terms of metrics, while the existing indicators for instructional materials access and facilities remain appropriate and effective, we plan to strengthen the internal monitoring process by implementing more frequent site-level checks, rather than relying solely on annual reports. This change is intended to allow faster response to any potential issues and maintain consistent access to high-quality resources.

No changes have been made to the target outcome of 0% of students lacking access to instructional materials or the goal of 0 facility deficiencies, as these remain highly appropriate benchmarks aligned with state expectations.

Finally, following our review of staffing data, staff wellness and retention supports will continue to be a priority. We will more explicitly integrate teacher and staff feedback into the planning of support programs, including input on professional learning offerings and wellness initiatives.

These changes reflect a thoughtful, evidence-based response to the implementation experiences of the 2024–25 school year. They are intended to ensure that the foundational components of student learning—credentialed educators, aligned materials, and safe facilities—remain strong and continuously improve in the years ahead.

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. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$12,500.00	No
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	$94,757.13	No

Action #	Title	Description	Total Funds	Contributing
		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 copier fees. The following expenditures will be funded by federal Title funds: N/A		
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 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 educational partners 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, custodial staff salaries and benefits, custodial	$388,280.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses. 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. The following expenditures will be funded by federal Title funds: N/A	$3,800.00	Yes
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	$217,004.00	No

Action #	Title	Description	Total Funds	Contributing
		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		

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%		2026-27: 100%	

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) 98%	2024-25: (As of 5/29/25) 97%		2026-27: >= 85%	
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) 74%	2024-25: (First semester) 77%		2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 44.44% -English Learners: * -Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: * -Asian: * -Hispanic: 43.75% -White: *	2023-24: -All Students: 47.45% -English Learners: 9.09% -Socioeconomically Disadvantaged: 46.29%		2025-26: -All Students: >= 47.00% -English Learners: * -Socioeconomically Disadvantaged: >= 47.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 45.45% -Hispanic: 44.68% -White: *		-Students with Disabilities: * -Hispanic: >= 47.00% -White: *	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.4 points below standard -English Learners: * -Socioeconomically Disadvantaged: 15.4 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 0.2 points above standard -English Learners: 59.1 points below standard -Socioeconomically Disadvantaged: 1.8 points below standard -Students with Disabilities: 8.6 points below standard -Hispanic: 3.2 points above standard -White: *		2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 5.0 points below standard -Students with Disabilities: * -Hispanic: 5.0 points below standard -White: *	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 80.2% -English Learners: 78.9% -Socioeconomically Disadvantaged: 78.8% -Students with Disabilities: *	2024-25: (Fall to Spring) -All Students: 70.5% -English Learners: 75.0% -Socioeconomically		2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: 79.5% -White: *	Disadvantaged: 71.4% -Students with Disabilities: 68.0% -Hispanic: 70.5% -White: 80%		Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	
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: 3.89 (CGP: 100th percentile) • English Learners: CGI: 0.00 (CGP: 79th percentile) • Socioeconomically Disadvantaged: CGI: 3.81 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 3.86 (CGP: 100th percentile) • White: *	2024-25: (Fall to Spring) • All Students: CGI: 1.62 (CGP: 95th percentile) • English Learners: CGI: 2.34 (CGP: 99th percentile) • Socioeconomically Disadvantaged: CGI: 1.60 (CGP: 95th percentile) • Students with Disabilities: CGI:		2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1.53 (CGP: 94th percentile) • Hispanic: CGI: 1.66 (CGP: 95th percentile) • White: CGI: 1.64 (CGP: 95th percentile)			
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Asian: * -Hispanic: 31.5% -White: *	2023-24: -All Students: 15.25% -English Learners: 0.00% -Socioeconomically Disadvantaged: 14.81% -Students with Disabilities: 18.18% -Hispanic: 17.03% -White: *		2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: * -Hispanic: >= 33.00% -White: *	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as	2022-23: (2023 Dashboard) -All Students: 136.1 points below standard	2023-24: (2024 Dashboard)		2025-26: (2026 Dashboard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the CA School Dashboard (Source: CA School Dashboard)	-English Learners: * -Socioeconomically Disadvantaged: 136.1 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 138.4 points below standard -White: *	-All Students: 93.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 97.9 points below standard -Students with Disabilities: 90.8 points below standard -Hispanic: 90.8 points below standard -White: *		-All Students: 95.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 95.0 points below standard -Students with Disabilities: * -Hispanic: 95.0 points below standard -White: *	
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: 74.7% -English Learners: 73.7% -Socioeconomically Disadvantaged: 73.3% -Students with Disabilities: * -Hispanic: 73.8% -White: *	2024-25: (Fall to Spring) -All Students: 56.8% -English Learners: 46.2% -Socioeconomically Disadvantaged: 58.7% -Students with Disabilities: 66.7% -Hispanic: 60.5% -White: 33.3%		2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 4.58 (CGP: 100th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 4.66 (CGP: 100th percentile) • White: *	2024-25: (Fall to Spring) • All Students: CGI: 1.73 (CGP: 96th percentile) • English Learners: CGI: 1.33 (CGP: 91st percentile) • Socioeconomically Disadvantaged: CGI: 1.74 (CGP: 96th percentile) • Students with Disabilities: CGI: 1.72 (CGP: 96th percentile) • Hispanic: CGI: 2.04 (CGP:		2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			98th percentile) • White: CGI: -2.71 (CGP: 0 percentile)			
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) 61.1%	2023-24: (2024 Dashboard) 63.6%		2025-26: (2026 Dashboard) >= 50.0%	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 27.8%	2023-24: (Internal) 26.3%		2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Hispanic: 12.5%	2023-24: -All Students: 28.13% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 0.00%		2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: *	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Hispanic: 28.57% -White: *		-Hispanic: >= 30.00% -White: *	

Goal Analysis [2024-25]

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.

In the 2024–25 academic year, Magnolia Science Academy-4 continued its focused efforts to provide all students—particularly English Learners (ELs), socioeconomically disadvantaged youth, and students with disabilities—access to a rigorous, high-quality instructional program aligned with California content standards. This goal was carried out through a multi-faceted approach that included standards-based instruction, targeted academic supports, a robust assessment system, and staff professional development aligned to schoolwide goals and student needs.

The implementation of this goal was driven by consistent instructional practices monitored through frequent classroom observations. Formal and informal observation data showed that 97% of teachers received the required five observations (one formal and four informal), slightly below last year's 98% completion rate, but still well above the 85% target. These observations ensured alignment with state standards and provided the foundation for real-time coaching, reflection, and targeted professional learning.

A significant success this year was the improvement in CAASPP English Language Arts (ELA) and Science scores. In ELA, the percentage of all students who met or exceeded standards rose from 44.44% in 2022–23 to 47.45% in 2023–24, while students with disabilities made notable gains, with 45.45% meeting or exceeding standards. CAASPP Science proficiency also improved from 11.11% to 28.13% for all students. These gains were supported by sustained implementation of the ACE writing framework, enhanced MyON reading practice during Advisory, and consistent access to grade-level texts and tasks.

However, challenges persisted in mathematics achievement, especially among English Learners. While overall proficiency increased from 11.11% to 15.25%, English Learners scored 0% proficiency, and their Distance from Standard (DFS) remained significantly below target (-129.5 points). In response, MSA-4 expanded its math intervention strategies, including skill-based tutoring during Advisory, Saturday school programs, and formative assessment cycles using IAB data. These efforts also contributed to progress in MAP Math growth metrics: although fall-to-spring growth percentages declined from 74.7% to 56.8%, the school's Conditional Growth Index (CGI) remained high, with an overall score of 1.73, placing the school in the 96th percentile nationally.

One of the most targeted interventions this year involved differentiated instruction and academic supports informed by MAP Growth data, with a focus on small-group instruction and academic pull-outs for struggling learners. While the percentage of students meeting growth targets declined in both ELA (from 80.2% to 70.5%) and Math (from 74.7% to 56.8%), the school maintained a nationally competitive

standing on CGI metrics. These results suggest that while fewer students met their projected RIT growth targets, overall schoolwide growth remained strong relative to national norms.

English Learner support was a central focus area of Goal 2. MSA-4 continued to provide daily designated ELD instruction and monitored progress using ELPAC data. The percentage of English Learners progressing at least one level on the English Learner Progress Indicator increased slightly from 61.1% to 63.6%, and the reclassification rate remained consistent at 26.3%, exceeding the state minimum expectation of 10%. Despite this, EL performance on CAASPP and MAP Math assessments remains an area requiring intensified instructional support and more targeted scaffolds.

In terms of overall academic grades, the percentage of students earning a C or better in core subjects increased modestly from 74% to 77%, signaling improvements in student engagement and instructional alignment. This growth correlates with the implementation of schoolwide writing and reading strategies, structured intervention classes, and use of standards-based grading in some subject areas.

In conclusion, the 2024–25 implementation of Goal 2 was largely successful, with demonstrated growth in ELA and Science performance, continued alignment to state standards, and meaningful gains in observation fidelity and instructional consistency. Math performance, particularly for English Learners, remains a key challenge, and will continue to be addressed with expanded intervention models and teacher training in math content delivery. Continued investment in professional development, differentiated instruction, and real-time data cycles will remain priorities in 2025–26 to ensure all students progress toward academic excellence and meet college and career readiness benchmarks.

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: $753,143.38
Actual: $774,561.61
Explanation: The slight increase in actual expenditures (approximately 2.8%) reflects standard salary and benefit adjustments following mid-year step increases and additional staffing costs related to instructional support. These included allocations for substitute coverage to support professional development and academic intervention sessions. Because the variance did not exceed 10%, no material difference is reported per LCAP guidelines.

Goal 2 Action 2
Budgeted: $24,131.00
Actual: $24,131.00
Explanation: There were no material differences between budgeted and actual expenditures for this action. The funds were used as planned for instructional software licenses and academic subscriptions that supported standards-based instruction.

Goal 2 Action 3
Budgeted: $265,257.23
Actual: $253,499.62
Explanation: The difference in actual versus budgeted spending is approximately 4.4%, which does not constitute a material variance under LCAP reporting thresholds. Slight underspending was due to efficiencies in instructional supply procurement and reductions in training travel expenses as more sessions were conducted virtually or locally.

Goal 2 Action 4
Budgeted: $0.00
Actual: $0.00
Explanation: There were no planned or actual expenditures for this action during the 2024–25 year, and no variance occurred.

Goal 2 Action 5
Budgeted: $255,877.00
Actual: $244,344.22
Explanation: The actual expenditures were approximately 4.5% below the budgeted amount. This minor variance resulted from temporary staffing vacancies and adjustments to tutoring hours based on student participation data. Since the difference does not exceed 10%, it is not considered material under state reporting criteria.

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

During the 2024–25 school year, the actions implemented under Goal 2 have proven to be generally effective in supporting students' access to rigorous, standards-aligned instruction and helping them make measurable academic progress. Each action contributed meaningfully to the goal of ensuring that all students—including English Learners (ELs), socioeconomically disadvantaged students, and students with disabilities—receive high-quality, differentiated instruction that prepares them for college and career readiness.

Action 1, which supported the core instructional program through staffing and credentialed teacher assignments, was instrumental in maintaining classroom consistency and academic rigor. With a near-complete fulfillment of teacher observation cycles (97% completion), administrators were able to provide timely feedback that strengthened instructional quality. This action directly contributed to improved performance in several key metrics. For instance, the percentage of students earning a "C" or better in core courses rose from 74% to 77%, and proficiency on CAASPP-ELA increased to 47.45%, indicating that the foundational elements of instruction were effective and increasingly aligned with standards.

Action 2, which funded academic enrichment resources, was effective in providing students with access to high-quality digital programs and instructional tools. These supplemental resources, including MyON, IXL, and online assessments, played a supportive role in improving MAP performance and reinforcing literacy and numeracy skills. Although growth targets on MAP Reading and Math declined compared to the previous year, the Conditional Growth Index (CGI) and percentiles remained strong—for example, students scored in the 95th percentile for reading growth and the 96th percentile for math—demonstrating high relative growth nationwide.

Action 3, focused on professional development, also showed strong effectiveness. PD sessions aligned with classroom observation trends, allowing for more responsive, needs-based training. Teachers reported increased confidence in implementing differentiation strategies, which was reflected in the academic growth of students with disabilities and English Learners in ELA. Students with disabilities had 45.45% proficiency on CAASPP-ELA—one of the strongest subgroup outcomes of the year—underscoring the impact of targeted instructional strategies and supports.

Action 4, which had no allocated funding this year, was not implemented and therefore had no direct impact on student outcomes. This is not viewed as a missed opportunity but rather a reflection of deliberate planning, as existing actions and resources were sufficient to meet instructional needs.

Action 5, which provided intervention services and academic supports outside of core instruction (e.g., tutoring, Saturday school), was moderately effective. Participation varied throughout the year, and while the interventions helped some students close gaps—particularly in ELA—math remains an area of concern, especially for English Learners, who scored 0% proficient on the CAASPP-Math exam. The overall increase in Math DFS (Distance from Standard) from -136.1 to -93.6 points is encouraging but highlights that additional intensity, frequency, or tailoring of intervention services will be required moving forward.

Overall, the suite of actions under Goal 2 has been largely effective in building instructional coherence, improving academic performance, and supporting diverse learners. Areas requiring further attention include strengthening mathematics instruction—particularly for ELs—and increasing the impact of intervention programs through improved student engagement and attendance in support services. The consistent observation system, strong teacher development, and use of academic data to drive instruction continue to be the foundation for measurable progress toward the goal of excellence.

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.

Following a thorough review of academic outcomes, subgroup performance data, and implementation feedback from staff and administrators, Magnolia Science Academy-4 has identified several refinements to Goal 2 that will be incorporated into the 2025–26 Local Control and Accountability Plan (LCAP). While the core goal remains unchanged—ensuring equitable access to high-quality, standards-aligned instruction—the reflections from the 2024–25 school year have prompted adjustments to actions and focus areas, particularly in response to persistent achievement gaps and inconsistent intervention effectiveness.

One major area of change centers on mathematics performance, especially for English Learners. Despite growth in the overall Distance from Standard (DFS) for Math, EL proficiency remained critically low, and subgroup DFS scores showed that ELs are still over 129 points below standard. As a result, the school will revise intervention structures to allow for greater intensity and frequency of math support. This includes increasing the duration of targeted support blocks, incorporating small-group instruction into core class periods, and leveraging EL-specific scaffolding in both math and science content areas.

In terms of metrics and outcomes, the school will maintain the current suite of data points, as they provide valuable insight into both absolute achievement (CAASPP proficiency) and relative growth (MAP CGI and CGP). However, greater emphasis will be placed on growth-based metrics for subgroups to ensure that English Learners, students with disabilities, and socioeconomically disadvantaged students are not only meeting proficiency thresholds but also making meaningful annual progress. To support this, internal benchmark data (IABs and MAP interim assessments) will be analyzed quarterly with a renewed focus on growth toward DFS targets.

Additionally, professional development (Action 3) will be restructured to provide differentiated tracks for ELA, math, and language development strategies. Teachers will engage in lesson study cycles and peer coaching, informed by observation trends and data gaps. In particular, PD will focus on instructional practices that support engagement in mathematical discourse and vocabulary development for ELs in content areas.

Another change involves enhancing parent involvement in academic goal-setting, particularly as it pertains to intervention enrollment and monitoring. Reflections on this year's academic support programs revealed variability in student attendance and follow-through. To address this, the school will implement parent progress reports for intervention students and increase communication around academic expectations.

Finally, while no changes have been made to the overarching goal or the definitions of metrics, there is a recognition that student motivation and classroom engagement must be reinforced alongside academic rigor. As a result, the school plans to integrate new practices such as student academic goal-setting and reflection conferences, where students track their own data and participate in reviewing their progress with teachers and families.

These reflections and planned adjustments are designed to deepen the impact of existing strategies while ensuring that students furthest from grade-level standards receive timely and effective support. By adapting actions based on evidence from the 2024–25 school year, MSA-4 aims to sustain academic excellence while closing persistent equity gaps in the years ahead.

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	$747,640.89	No

Action #	Title	Description	Total Funds	Contributing
		standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
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:	$28,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $10,131		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study 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: Assistant Principal 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, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.) The following expenditures will be funded by federal Title funds: -Teacher & admin stipends for Study Hour & Saturday school Resource: Title I, Part A; Amount: $49,034.45 -NWEA MAP testing fees and Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $5,603.03	$236,719.80	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable 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 stipend. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes
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	$186,579.06	No

Action #	Title	Description	Total Funds	Contributing
		intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

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) 13%	2024-25: (As of 6/5/25) 2.0%		2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%		2026-27: >= 90%	
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) 90%	2024-25: (As of 6/5/25) 100.0%		2026-27: >= 80%	
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) 72.0%	2024-25: (As of 5/23/25) 87.5%		2025-26: (2026 Dashboard) >= 55.0%	
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: 44.44%	2024-25: (As of 5/23/25) 43.65%		2025-26: >= 55.00%	

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: 11.11%	2024-25: (As of 5/23/25) 85.11%		2025-26: >= 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 58.3%	2023-24: 35.7%		2025-26: >= 55.0%	
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: 16.0%	2023-24: 12.5%		2025-26: >= 55.0%	
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) 36.0%	2023-24: (2024 Dashboard) 50.0%		2025-26: (2026 Dashboard) >= 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23 (CDE DataQuest): 96.0%	2024-25: (As of 5/23/25) 96.8%		2025-26: (2026 Dashboard) >= 90.0%	

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)					
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) 0.00%	2024-25: (As of 5/23/25) 0.00%		2025-26: (2026 Dashboard) >= 10.0%	
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) 0.00%	2024-25: (As of 5/23/25) 0.00%		2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 0.00%	2024-25: (As of 5/23/25) 16.1%		2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 47.8%	2024-25: (As of 5/23/25) 22.6%		2025-26: (CDE DataQuest) >= 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 46.7%	2024-25: (As of 5/23/25) 48.4%		2026-27: >= 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 97.0%		2026-27: >= 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 68.0%		2026-27: >= 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.2%	Class of 2022: 73.1%		Class of 2024: >= 60%	

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Magnolia Science Academy-4 advanced its commitment to providing students with access to a well-rounded, 21st-century education focused on innovation, creativity, and readiness for college and the global workforce. Implementation efforts under Goal 3 centered around STEAM integration, technology use, accelerated coursework, college and career readiness, and the promotion

of multiple postsecondary pathways. Overall, this goal was carried out successfully, though some specific metrics revealed opportunities for targeted improvement.

A key success was the expansion of STEAM-based learning experiences, which resulted in 100% of students engaging in a STEAM-focused project, experiment, or demonstration during the year—an increase from 90% the prior year. This was achieved through cross-curricular project-based learning, schoolwide STEM showcases, and student-led design challenges. Additionally, all graduating students (100%) participated in either a blended learning model or a computer/technology course, maintaining the school's alignment with its innovation pillar.

Academic innovation was also evident in college and career readiness outcomes, with a substantial increase in the percentage of students marked "Prepared" on the College/Career Indicator (CCI), rising from 72% in 2023 to 87.5% in 2024. This growth reflects expanded access to UC/CSU A-G aligned courses (96.8% of graduates completed A-G coursework) and an increase in students earning dual enrollment credit in college-level courses (50% up from 36% the previous year).

However, while these gains are promising, there were notable challenges in Advanced Placement (AP) performance. The percentage of AP exam takers earning a score of 3 or higher declined from 58.3% in 2022–23 to 35.7% in 2023–24, and only 12.5% of seniors passed at least one AP exam. This trend suggests a misalignment between AP course enrollment and readiness, or gaps in instructional support. Similarly, participation in CTE pathways and advanced math courses remains low, with only 2% of students enrolled in an accelerated math course and no CTE sequence completers reported.

Another success was the increase in Seal of Biliteracy attainment, with 16.1% of graduates earning this designation in 2024–25, compared to 0% the year before. This reflects improved EL support and better tracking of language proficiency data, as well as student and family outreach on the value of biliteracy credentials. Conversely, the percentage of students earning a Golden State Seal Merit Diploma dropped to 22.6%, likely due to changes in CAASPP testing performance and course eligibility criteria.

The percentage of high school completers accepted to four-year colleges declined to 68%, down from 100% in the prior year, while overall college acceptance (2-year or 4-year) remained high at 97%. This shift may reflect greater selectivity in applications or evolving student preferences, such as pursuing vocational, community college, or alternative postsecondary pathways.

Despite these mixed outcomes, the implementation of Goal 3 was substantive and impactful, as it provided a strong foundation of well-rounded programming that supports student identity, creativity, academic growth, and college/career readiness. Challenges in AP success and advanced math access will be addressed in the coming year with a renewed focus on scaffolding, course alignment, and early academic planinng.

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: $145,133.00
Actual: $143,968.48

Explanation: There was no material difference between budgeted and actual expenditures for this action. The minor variance (less than 1%) was due to routine adjustments in technology procurement and service contract renewals. All planned innovation-related instructional supports and digital tools were implemented as intended.

Goal 3 Action 2
Budgeted: $0.00
Actual: $0.00
Explanation: No expenditures were planned or incurred for this action in 2024–25. As such, no variance or adjustment was necessary.

Goal 3 Action 3
Budgeted: $0.00
Actual: $0.00
Explanation: This action was not activated during the reporting year, and no funds were allocated or expended. No change or variance occurred.

Goal 3 Action 4
Budgeted: $9,790.00
Actual: $20,790.00
Explanation: During the 2024–25 school year, over 30% of students at MSA-4 were identified with IEPs or 504 Plans—a significant increase from prior years. To meet service requirements, additional paraprofessionals were hired, and full-time staff were added to support students with complex medical needs under 504 Plans. These costs were not initially budgeted, resulting in a variance. The staffing adjustments ensured all students had equitable access to the school's innovation-focused academic programs.

Goal 3 Action 5
Budgeted: $181,957.75
Actual: $116,991.34
Explanation: The variance between budgeted and actual expenditures is due to lower-than-anticipated costs associated with programs and services under this action. While all planned supports were implemented, actual spending was less than projected, due to adjusted service levels, participation rates, or staffing configurations during the year.

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 during the 2024–25 school year were largely effective in advancing MSA-4's mission to provide students with a well-rounded, innovative, and future-ready education. Key indicators show progress in several target areas, while also highlighting opportunities for refinement moving forward.

Student participation in innovation-aligned learning opportunities remains strong. All graduating seniors experienced blended learning or completed computer/technology coursework, and 100% of students engaged in a STEAM-focused project, experiment, or demonstration—

reflecting full implementation of experiential and inquiry-based learning strategies. College readiness metrics also reflect continued strength, with 96.8% of graduates completing A-G requirements and 97% accepted to either 2- or 4-year colleges.

Additionally, the percentage of students earning the Seal of Biliteracy rose to 16.1%, and dual enrollment participation increased, helping to broaden students' postsecondary options. However, AP performance declined from the previous year, with only 35.7% of test-takers earning a score of 3 or higher, indicating a need to strengthen AP instructional support and exam readiness strategies.

The effectiveness of innovation-related actions was also seen in student access. All students—including English Learners, students with disabilities, and socioeconomically disadvantaged students—had equitable opportunities to participate in STEAM, technology, and college preparatory programming. This was especially critical given that over 30% of students had IEPs or 504 Plans. Additional staffing and paraprofessional support allowed these students to access and engage in innovation-focused coursework alongside their peers.

Overall, the 2024–25 actions under Goal 3 were effective in promoting access to innovative, college- and career-aligned learning experiences. Continued improvement efforts will focus on increasing AP performance, expanding CTE pathways, and deepening program integration for special populations.

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 a review of outcomes and implementation data from the 2024–25 school year, several adjustments will be made to Goal 3 for the coming year. While the goal itself remains unchanged, refinements are being made to ensure continued alignment with student needs and program effectiveness.

Given the drop in Advanced Placement (AP) exam pass rates, targeted supports will be strengthened to better prepare students for AP coursework and testing. This includes adjustments to instructional pacing, expanded tutoring opportunities, and review of course alignment with College Board expectations.

Additionally, while dual enrollment and A-G completion rates remain high, the lack of growth in CTE pathway completion has prompted a renewed focus on expanding access to approved CTE sequences. Efforts will include developing clearer CTE pathways and increasing student awareness and enrollment in these programs.

Lastly, due to the significant increase in students with IEPs and 504 Plans, the school will formally integrate inclusive instructional supports into innovation-related actions, ensuring these students have continued access to STEAM, technology, and college-preparatory experiences. This includes maintaining additional paraprofessionals and specialized staff to support program participation.

These changes are grounded in data and educational partner feedback and aim to refine implementation while preserving the core intent of Goal 3: to prepare all students for college, careers, and a globally connected world through innovative and inclusive educational practices.

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 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: -College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $15,377.71	$129,008.78	Yes
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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, 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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	$18,980.00	Yes
3.5	Additional programs and activities that	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	$293,943.04	Yes

Action #	Title	Description	Total Funds	Contributing
	support well-rounded education	focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: 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: 8	2024-25: (As of 6/5/25) 8		2026-27: >= 8	
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 8	2024-25: (As of 6/5/25) 4		2026-27: >= 4	

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		2026-27: >= 10	
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) 29.3%	2024-25: (As of 6/5/25) 8.9%		2026-27: >= 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 89.60%	2024-25 P-2 ADA: (Months 1-8) 91.41%		2026-27: (P-2 ADA) >= 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A%	2023-24: (2024 Dashboard) 38.0% 2024-25: (As of 6/5/25) 28.3%		2025-26: (2026 Dashboard) <= 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: N/A	2024-25: (As of 6/5/25) 0.0%		2026-27: <= 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 4.2%	2023-24: (CDE DataQuest) 6.7% 2024-25: (As of 6/5/25)		2025-26: (CDE DataQuest) <= 2.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0.0%			
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 96.0%	2023-24: (2024 Dashboard) 93.8% 2024-25: (As of 5/25/25) 96.9%		2025-26: (2026 Dashboard) >= 95.0%	
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 4.9%	2023-24: (2024 Dashboard) 0.7% 2024-25: (As of 5/28/25) 0.6%		2025-26: (2026 Dashboard) <= 2.5%	
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2025-26: (CDE DataQuest) <= 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%	2024-25: Students: 100.0% Families: 94.1% Staff: 94.1%		2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%	
4.13	School experience survey "average approval rates" based on	2023-24: Students: 70.0% Families: 96.0%	2024-25: Students: 70% Families: 98%		2026-27: Students: >= 65% Families: >= 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	Staff: 94.0%	Staff: 84%		Staff: >= 80%	
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: 75% Families: 95% Staff: 100%	2024-25: Students: 82% Families: 97% Staff: 81%		2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.16%	2024-25: (Spring 2024 to Fall 2024) 89%		2026-27: (Spring 2026 to Fall 2026) >= 85%	

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, MSA-4 implemented all planned actions under Goal 4 to strengthen a culture of connection and community among students, families, staff, and other educational partners. These actions focused on increasing educational partner engagement, improving attendance and school climate, and fostering a sense of belonging for all members of the school community.

Parent engagement efforts exceeded expectations, with the school hosting 30 distinct events—ranging from CPR and financial aid workshops to fire relief donation drives—demonstrating our commitment to meeting families' needs both inside and beyond the classroom. We maintained a strong Parent Advisory Committee (PAC) presence with eight meetings, and hosted four English Learner Advisory Committee (ELAC) meetings to ensure inclusive participation. Although home visit rates declined from the previous year, this was offset by stronger family participation in on-campus events and surveys.

Student experience and connection were prioritized through monthly WASC collaboration meetings, which invited students, families, and staff into authentic planning and reflection processes. Additionally, MSA-4 leveraged the KELVIN platform to gather student feedback on both school climate and SEL (social-emotional learning) needs, which informed programming and support services.

Key climate and engagement metrics reflected positive outcomes. The school reduced its chronic absenteeism rate from 38.0% to 28.3%, improved ADA to 91.41%, and achieved a 0.6% suspension rate and 0.0% expulsion rate. Additionally, graduation rates increased to 96.9%, and student dropout rates for both middle and high school were reported at 0.0%. Student satisfaction rose to 82%, and family satisfaction reached 97%, indicating strengthened trust and alignment between home and school.

Staff satisfaction declined slightly, dropping from 100% to 81%, a signal that will be addressed in future planning with targeted support for workload, communication, and wellness.

Overall, the implementation of Goal 4 was successful in promoting a connected school environment. Through culturally responsive engagement, multi-tiered supports, and transparent communication, MSA-4 fostered a sense of belonging across the community—laying a strong foundation for future growth in this area.

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: There was no variance between budgeted and actual expenditures for this action. Spending aligned with the planned allocation.

Goal 4 Action 2
Budgeted: $126,944.00
Actual: $125,180.78
Explanation: Actual expenditures were slightly lower than budgeted due to minor cost savings in materials, services, or scheduling efficiency. The full scope of activities was implemented as planned.

Goal 4 Action 3
Budgeted: $276,079.90
Actual: $324,309.49
Explanation: The increase in actual expenditures reflects additional investments in community engagement and student support services, including expanded social-emotional learning initiatives and outreach programming. These were necessary to address evolving needs around student wellness and educational partner connection.

Goal 4 Action 4
Budgeted: $500.00
Actual: $500.00
Explanation: Spending met the original allocation with no variance.

Goal 4 Action 5
Budgeted: $125,570.63
Actual: $133,619.59
Explanation: The slight increase in actual expenditures supported the expansion of family engagement efforts, including added parent workshops, translation services, and community-centered events that exceeded initial expectations.

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

The actions taken under Goal 4 have been largely effective in strengthening community engagement, improving school climate, and increasing educational partner satisfaction at Magnolia Science Academy-4. Each action was designed to reinforce a sense of connection between the school and its students, families, staff, and community partners, and the implementation outcomes reflect meaningful progress toward these objectives.

Parent and family engagement initiatives were particularly impactful. Through a significant increase in parent-centered events—growing from 22 to 30 this year—families were provided with meaningful opportunities to participate in their students' educational experience. Workshops such as CPR certification, financial aid navigation, and emergency relief support not only met families’ immediate needs but also deepened their trust and involvement with the school.

Student engagement actions also proved effective. The implementation of regular surveys through the KELVIN platform allowed the school to monitor students’ perceptions of connectedness and emotional well-being, which in turn informed support interventions. Monthly WASC

meetings, where students were invited alongside parents and staff, created a space for collaborative reflection and plan development—ensuring students had a voice in shaping their learning environment.

Metrics related to school climate affirm the success of these efforts. The chronic absenteeism rate dropped significantly from 38.0% to 28.3%, while the average daily attendance improved to over 91%. Suspension and expulsion rates remained very low, indicating a safe and supportive school culture. Satisfaction survey results remained strong across most groups, with student satisfaction increasing to 82% and family satisfaction at 97%.

While most actions were successful, the school acknowledges the drop in staff satisfaction from 100% to 81%. This signals a need for targeted adjustments in internal communication, staff recognition, and wellness supports moving forward.

Overall, the actions under Goal 4 have been effective in achieving their purpose. They have reinforced a sense of community and belonging, strengthened family-school partnerships, and improved student engagement and attendance—all of which contribute to a nurturing and inclusive school environment.

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 analysis of prior-year implementation and educational partner feedback, Magnolia Science Academy-4 has identified several areas where refinements to Goal 4 are necessary to further strengthen school connectedness and engagement.

First, while family engagement remained a strong area, with high participation and satisfaction levels, there is a need to diversify and deepen opportunities for two-way communication. As a result, the school plans to expand the scope of parent workshops and events to include more culturally responsive topics, as well as increase opportunities for direct feedback through listening sessions and multilingual surveys. These changes aim to ensure that all families, especially those from historically underserved backgrounds, feel heard and empowered to contribute to school decision-making.

Second, student voice and wellness supports will be elevated through a more formalized system of feedback and monitoring. Although the use of the KELVIN platform provided valuable data on student well-being, the school will implement mid-year check-ins and follow-up focus groups to address specific concerns in real time. Additionally, more structured opportunities will be created for student leadership in schoolwide planning efforts, including service learning and community events.

Third, in response to a noted drop in staff satisfaction—from 100% to 81%—and qualitative feedback indicating concerns around workload and communication, the school is making adjustments to internal engagement strategies. These include increased access to wellness resources, streamlined professional communication systems, and recognition initiatives to foster staff morale and retention.

Finally, while the home visit initiative previously reached nearly one-third of students, the school saw a decline in implementation due to staffing capacity and logistical constraints. For the coming year, the approach to home visits will be revised, focusing on strategic outreach to

high-need families and offering more flexible formats such as virtual visits or in-school family conferences to ensure consistent, equitable outreach.

No changes have been made to the overall goal itself, which remains aligned with the school's core pillar of Connection. However, these refinements in implementation reflect MSA-4's commitment to continuous improvement and a responsive, inclusive approach to cultivating community across all educational partner groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 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.	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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,	$130,556.27	Yes

Action #	Title	Description	Total Funds	Contributing
		home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services (5800): Resource: Title I, Part A: Amount: $4,220.00 -Home Visit Compensation: Resource: Title I, Part A: Amount: $4,236.75		
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 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	$153,332.71	Yes

Action #	Title	Description	Total Funds	Contributing
		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: -Educational Software: Resource: Title I, Part A; Amount: $1,145		
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: 5800 Professional Services: 3010 Title 1: $500	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$113,237.32	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$621,474	$48,578

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
27.859%	0.000%	$0.00	27.859%

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)

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
		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

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
			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)

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
			• 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.	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	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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	Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	(reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	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

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
			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

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

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

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

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

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			PL 4 (ELP) between prior and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will 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	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

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		studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP 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.	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 courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) • Percentage of cohort graduates 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
			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 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

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
			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 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(Source: Naviance) • 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	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

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		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	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	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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	Scope: LEA-wide	model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:**	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for	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

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	LEA-wide	students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem	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	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

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
	solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We 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.	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 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

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			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 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

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
			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) • 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)

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 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 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:

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
			climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making	Considering the needs of our unduplicated students and their families, Charter School will	Goal 4:

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to 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	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	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:

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

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
		learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (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
			based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP 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,	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	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

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 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	relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for 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	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) • 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

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
		enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	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 would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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, 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.	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 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	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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.	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/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	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	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

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
	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 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	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 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.	College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • 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)

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 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 requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align

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
			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 have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been

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
			accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) 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

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

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-4 will utilize the concentration grant add-on funds ($48,578) in the following manner:

MSA-4 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		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,230,762	$621,474	27.859%	0.000%	27.859%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,057,012.11	$521,337.95	$5,000.00	$172,247.94	$2,755,598.00	$1,818,034.84	$937,563.16

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	$12,500.00	$12,500.00				$12,500.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$0.00	$94,757.13	$84,757.13	$10,000.00			$94,757.13	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$16,129.00	$372,151.00	$388,280.00				$388,280.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$3,800.00	$3,800.00				$3,800.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$217,004.00	$217,004.00				$217,004.00	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$717,640.89	$30,000.00	$651,492.18	$96,148.71			$747,640.89	
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	$28,484.00	$2,000.00	$16,353.00		$10,131.00	$28,484.00	
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	$229,086.77	$7,633.03	$157,872.32	$24,210.00		$54,637.48	$236,719.80	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$78,579.06	$108,000.00		$104,579.06		$82,000.00	$186,579.06	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$128,008.78	$1,000.00	$113,631.07			$15,377.71	$129,008.78	

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
						Low Income										
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	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$18,980.00	$18,980.00				$18,980.00	
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	$285,385.04	$8,558.00	$181,760.89	$107,182.15	$5,000.00		$293,943.04	
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	$121,032.27	$9,524.00	$122,099.52			$8,456.75	$130,556.27	
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	$142,935.71	$10,397.00	$88,560.00	$63,627.71		$1,145.00	$153,332.71	
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	$500.00				$500.00	$500.00	
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	$99,237.32	$14,000.00	$14,000.00	$99,237.32			$113,237.32	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,230,762	$621,474	27.859%	0.000%	27.859%	$702,978.80	0.000%	31.513 %	**Total:**	$702,978.80
								LEA-wide Total:	$702,978.80
								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	$3,800.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,872.32	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,631.07	
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	$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 (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$18,980.00	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,760.89	
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	$122,099.52	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,560.00	
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	$14,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,797,711.67	$2,833,010.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$12,300.00	$12,300.00
1	**1.2**	Instructional materials and technology	No	$98,600.13	$110,829.13
1	**1.3**	Clean and safe facilities that support learning	No	$260,184.00	$314,184.00
1	**1.4**	Healthy and nutritious meals	Yes	$9,000.00	$7,000.00
1	**1.5**	Well-orchestrated Home Office support services	No	$252,968.65	$226,526.65
2	**2.1**	Broad course of study and standards based curriculum	No	$753,143.38	$774,561.61
2	**2.2**	Professional development for high-quality instruction	Yes	$24,131.00	$24,131.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$265,257.23	$253,499.62
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$0.00	$0.00
2	**2.5**	Support for students with disabilities	No	$255,877.00	$244,344.22
3	**3.1**	College/Career readiness programs and activities	Yes	$145,133.00	$143,968.48

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	$0.00
3	3.3	Digital literacy and citizenship programs	Yes	$0.00	$0.00
3	3.4	Physical education, activity, and fitness	Yes	$9,790.00	$20,790.00
3	3.5	Additional programs and activities that support well-rounded education	Yes	$181,957.75	$116,991.34
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	$126,944.00	$125,180.78
4	4.3	MTSS - PBIS and SEL support	Yes	$276,079.90	$324,309.49
4	4.4	Annual educational partner surveys	Yes	$500.00	$500.00
4	4.5	Community outreach and partnerships	Yes	$125,570.63	$133,619.59

2024-25 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)
$601,223.00	$600,987.07	$1,029,621.27	($428,634.20)	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	$9,000.00	$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$3,000.00	$24,131.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$130,225.40	$253,499.62		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$0.00	$0.00		
3	3.1	College/Career readiness programs and activities	Yes	$128,914.67	$143,968.48		
3	3.2	STEM and GATE programs	Yes	$0.00	$0.00		
3	3.3	Digital literacy and citizenship programs	Yes	$0.00	$0.00		
3	3.4	Physical education, activity, and fitness	Yes	$5,000.00	$20,790.00		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$173,464.75	$113,491.34		
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	$122,107.25	$10,036.75		

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	$10,000.00	$324,309.49		
4	**4.4**	Annual educational partner surveys	Yes		$500.00		
4	**4.5**	Community outreach and partnerships	Yes	$19,000.00	$133,619.59		

2024-25 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)
$1,536,182	$601,223.00	1.493%	40.630%	$1,029,621.27	0.000%	67.025%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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