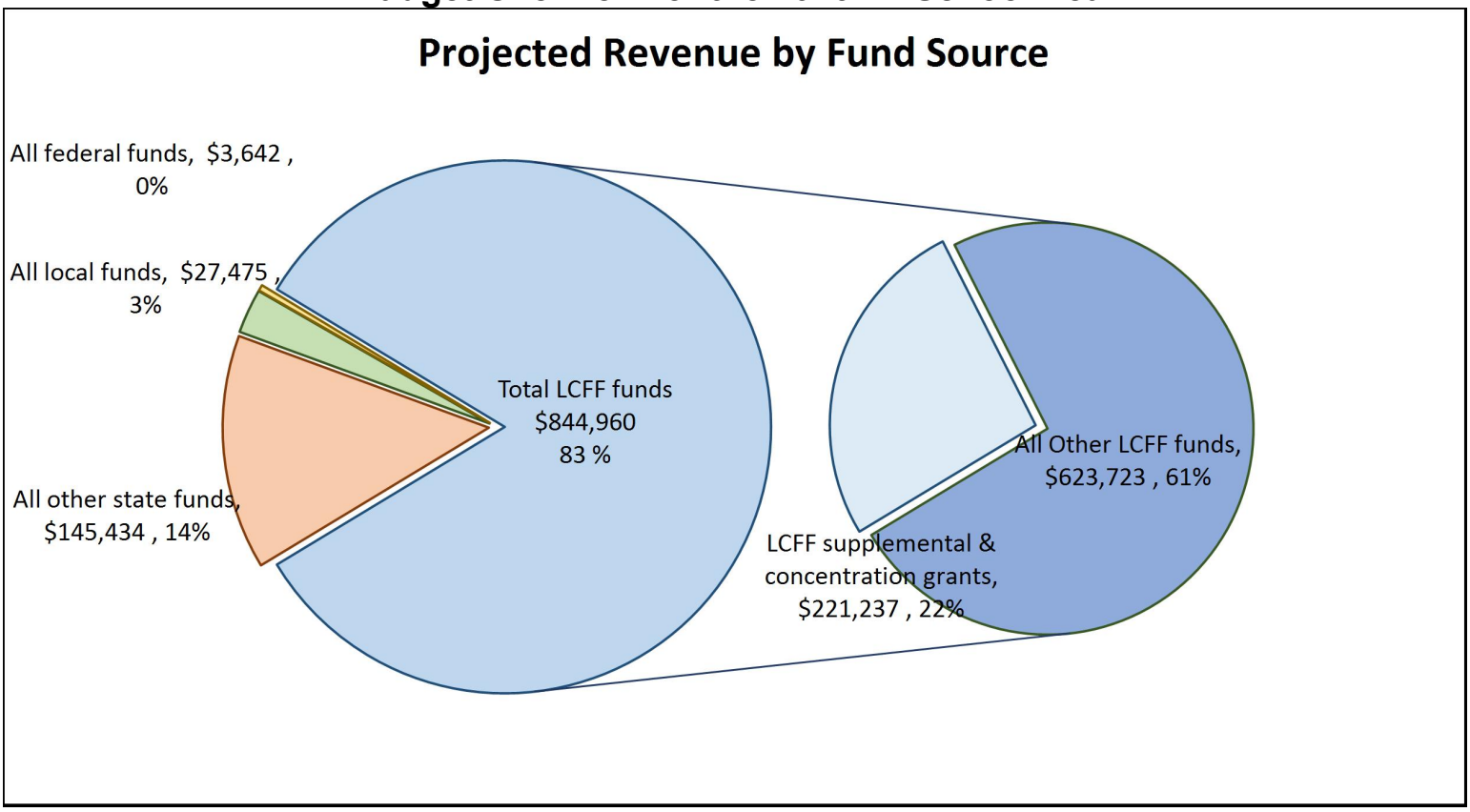
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Madera County Independent Academy - MCIA
CDS Code: 20102070117184
School Year: 2026-27
LEA contact information:
Mr. Frederick J. Cogan Jr.
Executive Director - CTAES Division
hsanchez@mcsos.org
(559) 662-6294

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

Budget Overview for the 2026-27 School Year

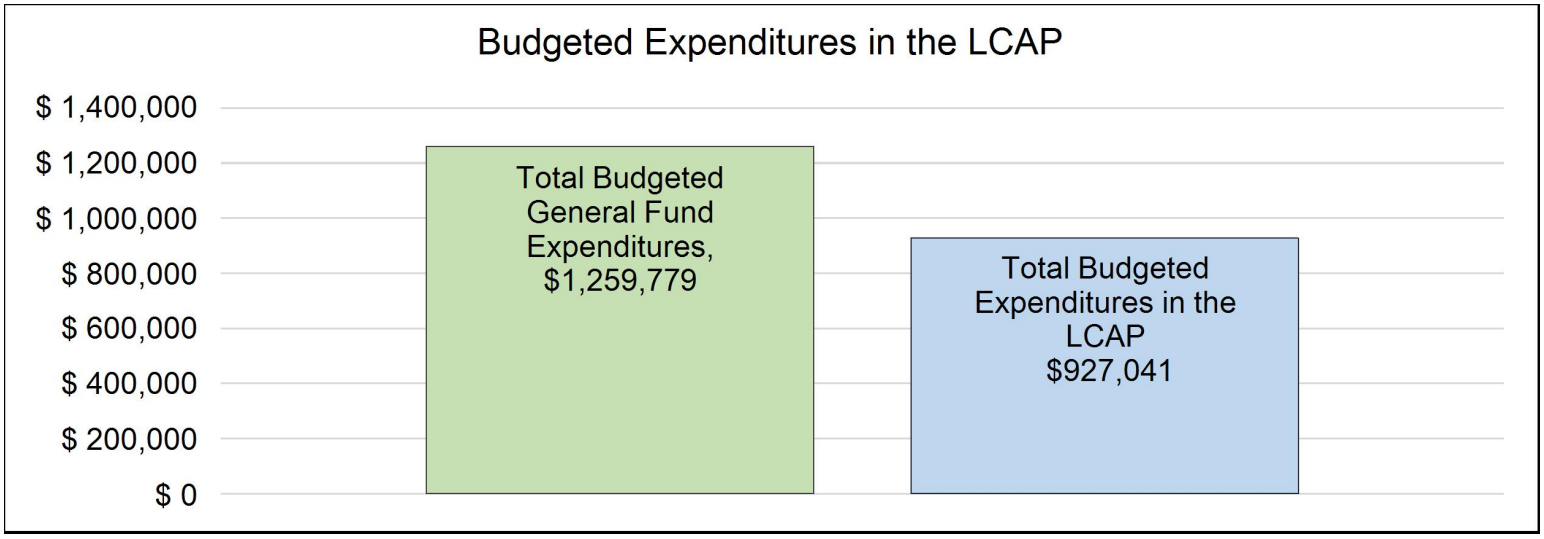


This chart shows the total general purpose revenue Madera County Independent Academy - MCIA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera County Independent Academy - MCIA is $1,021,511, of which $844,960 is Local Control Funding Formula (LCFF), $145,434 is other state funds, $27,475 is local funds, and $3,642 is federal funds. Of the $844,960 in LCFF Funds, $221,237 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 Madera County Independent Academy - MCIA plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera County Independent Academy - MCIA plans to spend $1,259,779 for the 2026-27 school year. Of that amount, $927,041 is tied to actions/services in the LCAP and $332,738 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

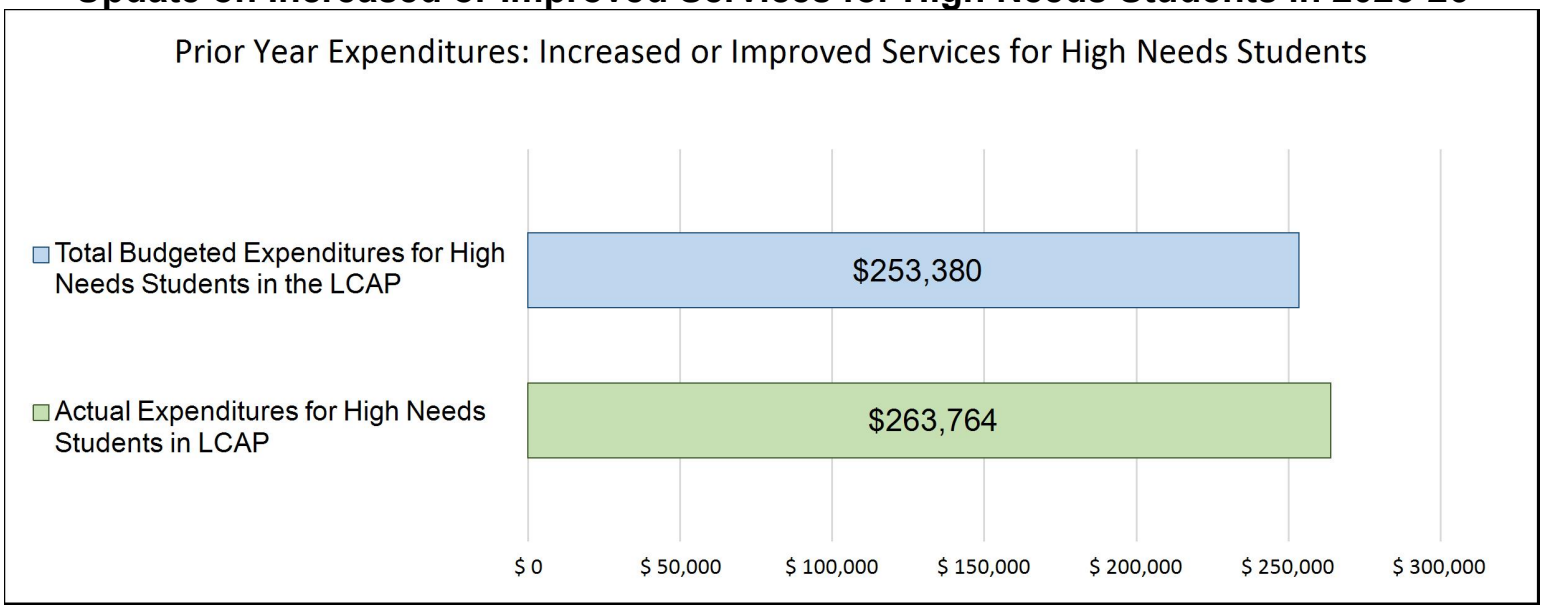
Total general fund budget is $1,259,779 and the total of $332,738 is not included in the LCAP due to general operations of the charter such as expenditures included, but not limited to, annual building rental fees, daily expenses of office and classroom supplies, fiscal and operations/facilities cost and utilities.

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

In 2026-27, Madera County Independent Academy - MCIA is projecting it will receive $221,237 based on the enrollment of foster youth, English learner, and low-income students. Madera County Independent Academy - MCIA must describe how it intends to increase or improve services for high needs students in the LCAP. Madera County Independent Academy - MCIA plans to spend $248,082 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Madera County Independent Academy - MCIA's LCAP budgeted $253,380 for planned actions to increase or improve services for high needs students. Madera County Independent Academy - MCIA actually spent $263,764 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Independent Academy - MCIA	Mr. Frederick J. Cogan Jr. Executive Director - CTAES Division	fcogan@mcsos.org (559) 662-6294

Plan Summary [2026-27]

General Information

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

Madera County Independent Academy (MCIA) is a TK-12 independent study charter school authorized by the Madera County Board of Education that actively serves students in a K-8 setting. The school is located in the city of Madera, and is a program of choice which serves at-promise students, including middle school students expelled from their home district. This program supports individual development through state standards aligned curriculum. The program allows students to set their own pace for learning and allows teachers to provide needed support to identify and close any achievement gaps. Although the requirement is for students to meet with their independent study teacher individually for one hour per week, supplemental services are provided to ensure students have increased support in developing academic, behavioral, and social-emotional skills. All students are provided Common Core State Standards (CCSS) aligned curricula and materials.

The MCIA student population consists of a wealth of diverse backgrounds. The 2025-26 state data site (DataQuest) reports that 18.0% of MCIA students are English Learners (EL) with Spanish being their primary language. The MCIA student body consists of 88.5% Hispanic, 5.8% White, 3.8% African American, and 1.9% Two or More Races. Also, the state's website identified 82.7% as Socio-economically Disadvantaged (SED) or Low-Income, 3.8% Homeless, and 11.5% as Students with Disabilities, with the majority of these students entering MCIA with existing Individualized Education Plans (IEPs), while others have been assessed and determined eligible for services since enrolling here.

Service delivery models include one-on-one instruction and small group instructional support, as well as utilizing special education staff to support student learning in an inclusive setting. Instructional strategies and actions/services are implemented that benefit all student groups,

including those specifically identified in this document. The CDE website identifies MCIA's 2025-26 student enrollment as 52 students, grades K-8. The key to student success is the assignment of a certificated teacher who leads students and parents through individualized instruction and learning, and provides one-on-one, site-based instruction. This approach encourages students to be highly involved in their learning, learn self-motivation, become competent lifelong learners, and also requires a significant amount of support and structure from parents to increase the academic success of the child. Families choose our program for a variety of reasons, including physical and emotional safety, family dynamics, discipline (expelled youth), or religious reasons.

Reflections: Annual Performance

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

MCIA enrollment has continued to increase during 2025-26 necessitating an additional teacher be brought on to the staff to provide services to new students.

There were 12 English Learners measured for progress toward English language proficiency on the 2025 California School Dashboard, with 66.7% making a year or more progress. (An increase of 41.7% over last year)

State Assessments, 2025 California School Dashboard, SBAC Distance from Standard (Table 1):
The Overall ELA performance level, and those for Low-Income student, English Learners, and Hispanic students again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception ELs, who were not assigned a performance level due to having less than 30 students in the cohort. All other groups improved by 10 points or more in ELA.

Math results also improved from the prior year, Overall and for all groups. Low-Income and English Learner student groups improved by 13.4 points and 44.6 points, respectively, from the prior year.

State Assessments, 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math (Table 2):
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; as did Low-Income students. Hispanic students who witnessed a slight decline. English Leaners did not have results reported due to small numbers (<11) in their assessed cohort. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our Low-Income students are evidence that they are experiencing lasting success. The 2025 results in the Math assessments showed more significant improvement from 2024 results.

Additionally, the 2024-25 ELA and Math SBAC results showed 10.0% nearly meeting standard in ELA, and 19.67% nearly meeting standard in Math.

The improvements in Math for Low-Income students, shown by "Distance from Standard", indicate that the additional efforts MCIA has made in that area have been helpful. Comparing MCIA students with their peers countywide, "Percentage of Students Meeting/Exceeding Standard" show that inequalities exist in results for Low-Income students. Though the SBAC assessment numbers are too small to allow them to be reported, staff know from experience that MCIA English Learners and Foster Youth also experience these academic inequalities when compared to their peers countywide.

To raise the performance of our struggling Low-Income students, MCIA staff will continue Academic Acceleration classes to provide support and intervention. Students will attend weekly individual ATT appointments with their teachers and meet for additional support in i-Ready Academic Acceleration classes specific to Math and ELA. Each student's goals for these intervention periods are completely prescribed and aligned to develop skills and sub-skills, and remedy sub-skill weaknesses. Students, teachers and Instructional Assistants will focus on each student's sub-skills to drive academic acceleration toward grade level proficiency.

MCIA staff also utilizes i-Ready diagnostics, common formative assessments and prescriptive intervention lessons to support sub-skill growth in ELA and Math.

The May, 2025, Spring i-Ready diagnostic results revealed of the 69 tested MCIA students, 21.7% Math and 39.1% Reading performed at grade level. While this does not reflect a majority of MCIA students, to address these student academic deficits, MCIA staff will continue to utilize the i-Ready diagnostic assessment tool to inform student grade level proficiencies and deficiencies and identify needed academic support in ELA and Math, with an emphasis on the latter. Students will be provided specific learning plans prescribed by i-Ready that target individual sub-skill weaknesses. MCIA staff will continue to target efforts on supporting their academic needs by focusing on rigorous CORE instruction, reteaching of concepts that students are deficient in and utilizing formative and summative assessment data to address subskill weaknesses. Students requiring additional intervention receive prescriptive lessons in Academic Acceleration Classes. Instructional Assistants are assigned to each student to provide support, reteach and reassess to show mastery of each standard.

MCIA staff will disaggregate formative and summative achievement data to inform instruction. All Low-Income students and English Learners will use Accelerated Reader as a supplement to daily learning as a means to provide support for reading comprehension skills. All English learners will be provided Designated English Language Development (DELD) instruction to better prepare students for English language proficiency and RFEP reclassification. Teachers, administrators and instructional coaches will meet monthly as an Educational Learning Team to review best instructional practices, discuss curriculum and disaggregate data to maintain a focus on increasing student achievement. All instructional curriculum will be CCSS aligned and all teachers will be appropriately credentialed.

Data specific to English Learners such as "reclassification rates" and language acquisition progress were not reported by the state due to the small number of English Learner students enrolled at MCIA.

Teachers accessing professional development is an identified need for increasing student achievement. This goal is met with weekly professional growth and development including, but not limited to, i-Ready Acceleration class curriculum and development, mathematics content and pedagogical training for elementary teachers and SEL training for all teachers.

2025 California School Dashboard, Suspension Rate (Table 3):
Zero students were suspended, putting MCIA at the Blue, or highest-ranking, performance level.

2025 California School Dashboard, Chronic Absenteeism Rates (Table 4):
MCIA staff are concerned with the significant increase in Chronic Absenteeism rates that also saw the gap narrow for English Leaners. However, rates remain relatively high, and staff efforts to increase student and family connections to MCIA will continue to be a priority to further decrease the percentage of students with high Chronic Absenteeism rates.

In order to achieve LCAP Goal 1 and prepare students to be academically ready for the next grade level, MCIA needs to maintaining rigor and relevance in delivery of instruction with effective professional growth and development for all teachers with strategic interventions for students (Goal 1). Other identified needs from educational partner feedback included student access to technology. This was addressed by issuing 1:1 devices and Wi-Fi hotspots for all MCIA students, which provided the necessary access to all online curricula. English Learner reclassification also remains an identified need at MCIA. To address this need, staff have been trained in ELA/ELD teaching strategies to increase ELA proficiency and ELPAC results. In addition, all English Learner students are enrolled in the Academic Acceleration class to address and support their sub-skill weaknesses. An MCIA teacher participates regularly with an all CAES ELD network. This professional learning community (PLC) meets on a monthly basis to discuss effective teaching strategies, student assessment data and progress monitoring. All instructional materials K-8 are aligned to the California Common Core State Standards (CCSS). All teachers are appropriately credentialed for the elementary MCIA independent study program.

LREBG:
MCIA staff are concerned with the significant increase in Chronic Absenteeism rates for all student groups. Rates remain relatively high, and staff efforts to increase student and family connections to MCIA will continue to be a priority to further decrease the percentage of students with high Chronic Absenteeism rates. Our Chronic Absenteeism is moving in the wrong direction, and student support is also warranted with career counseling and more targeted SEL support. Most students from MCIA who responded to the 2026 student survey (97%) report feeling connected to school. The reasons for the high rates of Chronic Absenteeism are not readily apparent, indicating a need for a deeper dive and individual interventions with students to discover and mitigate the causes. To this end, MCIA will decrease chronic absenteeism by funding a counselor (.5) with LREBG funds.

The MCIA staff successfully earned a new 6-year WASC accreditation through June 2030.

Distance from Standard	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
OVERALL	80.8 points below	15.2 points improvement	7.8 points improvement	126.7 points below	24.3 points improvement	24.2 points improvement
LOW-INCOME	80.3 points below	9.9 points improvement	2.8 points improvement	129.0 points below	13.4 points improvement	23.7 points improvement
ENGLISH LEARNERS	79.9 points below	21.0 points improvement	n/d	113.4 points below	44.6 points improvement	n/d
LTEL	<11	n/d	n/d	<11	n/d	n/d
HISPANIC	75.9 points below	12.5 points improvement	5.5 points decline	121.7 points below	25.0 points improvement	14.7 points decline
WHITE	<11	n/d	n/d	<11	n/d	n/d
STUDENTS W/DISABILITIES	<11	n/d	n/d	<11	n/d	n/d

Table 1

Meeting or Exceeding Standard	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
OVERALL	16.7%	2.1% improvement	1.7% decline	8.2%	4.0% improvement	2.8% improvement
LOW-INCOME	17.3%	1.4% improvement	4.6% decline	9.6%	5.0% improvement	3.1% improvement
ENGLISH LEARNERS	<11	n/d	n/d	<11	n/d	n/d
LTEL	<11	n/d	n/d	<11	n/d	n/d
HISPANIC	17.0%	0.1% decline	6.3% decline	7.4%	2.5% improvement	0.7% improvement
WHITE	<11	n/d	n/d	<11	n/d	n/d
STUDENTS W/DISABILITIES	<11	n/d	n/d	<11	n/d	n/d

Table 2

Suspension Rates	2025	Change from 2024	Change from Baseline
OVERALL	0%	No change	No change
LOW-INCOME	0%	No change	No change
ENGLISH LEARNERS	0%	No change	No change
LTEL	<11	n/d	n/d
HISPANIC	0%	No change	No change

Table 3

Chronic Absenteeism Rates	2025	Change from 2024	Change from Baseline
OVERALL	34.9%	11.9% increase	5.6% increase
LOW-INCOME	35.1%	10.5% increase	6.5% increase
ENGLISH LEARNERS	15.4%	4.6% increase	n/d
LTEL	<11	n/d	n/d
HISPANIC	38.9%	15.9% increase	15.5% increase

Table 4

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
Teachers	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26. Surveys in January 2026. Surveys in January, 2026. The primary themes from 2026 Staff Survey responses focuses heavily on continuous improvement, subject-specific training, and the format of their learning. There is a clear desire for a "never stop learning" culture that is supported by both resources and collaborative time. • Prioritize Math: Easily the most frequent commentary was the need for math professional learning and support, including Investments in specialized math tutors and advanced math PD. • Expanding teachers access to PD on integrating intentional social-emotional learning across all subject areas was also a theme. • Increased CTE offerings for students was also repeatedly mentioned. • Staff also gave MCSOS generally high marks for implementation of state standards-based curriculum in ELA, math, and ELD. The need for improved access to materials in math, and implementation of NGSS and social studies/history was reflected in their responses.

Educational Partner(s)	Process for Engagement
	"CAES has done an excellent job of systematically updating curriculum and providing the necessary resources and staff development to ensure a quality program is provided. "
Parents	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. Surveys in February 2026. The overall sentiment is highly positive, with a significant number of parents stating they would change "nothing" or that the school is already "the best." From those who did provide suggestions, these themes emerged: • A large majority of respondents indicated they have no changes to suggest, with general praise for the staff. Comments like "You guys are an awesome team" and "I wouldn't change nothing" reflect strong trust in the current staff and leadership. • Parents explicitly noted that the teachers and staff are great resources for their children.
Students	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. Themes from 2026 Students' Survey Responses: • By far the most element that students mentioned as best about their school was "the teachers." Students feel a genuine sense of support and connection, that their teachers sincerely care about their progress. Students appreciate that they can get help on schoolwork exactly when they need it. • Several students in this program were cited the food as a top highlight. • Students like that the school is quiet, peaceful, and welcoming, especially compared to traditional schools with more noise and chaos. They appreciate being able to work at their own pace, independently, and with minimal stress. Several noted that this structure helps them focus better, stay on task, and learn more efficiently. The smaller class sizes and calm atmosphere contribute to better concentration

Educational Partner(s)	Process for Engagement
	• Students enjoy the hands-on learning, small class sizes, and clear, manageable assignments. Many highlighted easy-to-understand work, constructive feedback, and personalized learning time. • Some students mentioned fun activities, group events, field trips, and good food as additional positives.
School Site Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. At these meetings, parents were asked for input on LCAP Goals/Actions.
Parent Advisory Committee (Zoom)	Meetings on 4/16/26 and 4/21/26.
English Learner Advisory Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 4/14/26 and 5/28/26.
Principal/Administrators	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26. Surveys in February 2026.
Support Staff	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26. Surveys in January 2026.
Bargaining Units	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 4/16/26, 4/21/26 and 5/28/26.
SELPA	Consultation with SELPA director May 21, 2026.
Community	The Public Hearing on the LCAP was held on June 9, 2026.
Governing Board	The LCAP was adopted by the Madera County Board of Education on June 16, 2026. At that Board meeting, the Local Indicators report was presented prior to LCAP approval. The District's 2026-27 budget was approved subsequent to the LCAP.

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

Gathering Educational Partners' input and feedback is a valuable process in the evaluation and development of the LCAP. MCIA staff believes this input actively drives the LCAP process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members and the community, over the course of the year in conducting multiple opportunities for input by administering surveys and meetings for these groups. To maintain optimal access for our community partners, all School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings were held via a Zoom format to accommodate parents with mobility issues given our programs operate under a consolidated School Site Council format due to program size and small staffing. Translation services were also provided at each meeting, as needed, and MCIA made all efforts to ensure all voices were heard from our partners representing all English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, LCAP

process, student achievement data, and program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, Program Directors, Principals, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the LCAP. Although many other topics were addressed, the focus on goals and actions were given highest priority in the writing of the LCAP. To obtain educational partner input in the development and approval of the MCIA LCAP, the Career Alternative Education Services (CAES) Division hosted a series of educational partnership input meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be at or above grade level by the end of the school year academically, socially, and emotionally; all students in grade 8 will be prepared for high school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The improvements in Math for Low-Income students, shown by "Distance from Standard", indicate that the additional efforts MCIA has made in that area have been helpful. Comparing MCIA students with their peers countywide, "Percentage of Students Meeting/Exceeding Standard" show that inequalities exist in results for Low-Income students. Though the SBAC assessment numbers are too small to allow them to be reported, staff know from experience that MCIA English Learners and Foster Youth also experience these academic inequalities when compared to their peers countywide.

There were 12 English Learners measured for progress toward English language proficiency on the 2025 California School Dashboard, with 66.7% making a year or more progress.

MCIA staff utilizes i-Ready diagnostics common formative assessments and prescriptive intervention lessons to support sub-skill growth in Reading and Math.

The May, 2026, Spring i-Ready diagnostic results revealed that 58 assessed students (15.51% in Math and 34.48% in Reading) are on grade level. To continuously address student academic deficits, MCIA staff will continue to utilize the i-Ready diagnostic assessment tool to inform student grade level proficiencies and deficiencies and identify needed academic supports in ELA and Math, with an emphasis on the latter. Students will be provided specific learning plans prescribed by i-Ready that target individual sub-skill weaknesses. MCIA staff will continue to target efforts on supporting their academic needs by focusing on rigorous CORE instruction, reteaching of concepts that students are deficient in and utilizing formative and summative assessment data to address subskill weaknesses. Students requiring additional intervention receive prescriptive lessons in Academic Acceleration Classes. Instructional Assistants are assigned to each student to provide support, reteach and reassess to show mastery of each standard.

To raise the performance of our struggling Low-Income students and English Learners, MCIA staff will continue Academic Acceleration classes to provide support and intervention. Students will attend weekly individual ATT appointments with their teachers and meet for

additional support in i-Ready Academic Acceleration classes specific to Math and ELA. Each student's goals for these intervention periods are completely prescribed and aligned to develop skills and sub-skills, and remedy skill weaknesses. Students, teachers and Instructional Assistants focus on each student's sub-skills to drive academic acceleration toward grade level proficiency.

MCIA staff will disaggregate formative and summative achievement data to inform instruction. All Low-Income students and English Learners will use Accelerated Reader as a supplement to daily learning as a means to provide support for reading comprehension skills. All English learners will be provided Designated English Language Development (DELD) instruction to better prepare students for English language proficiency and RFEP reclassification. Teachers, administrators and instructional coaches will meet monthly as an Educational Learning Team to review best instructional practices, discuss curriculum and disaggregate data to maintain a focus on increasing student achievement. All instructional curriculum will be CCSS aligned and all teachers will be appropriately credentialed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported for SY 2023-2024 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board.	MET -- Results reported for SY 2024-25 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms. [June, 2025, Local Indicators Report to Governing Board]	MET -- Results reported for SY 2025-26 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms. [June, 2026, Local Indicators Report to Governing Board]	MET -- Results reported for SY 2026-2027 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.	No change
1.2	Number of Special Education students receiving academic intervention and supports.	During SY 2023-2024, All students with an IEP receive interventions and supports identified on their IEPs, and all students receive Academic Acceleration	During SY 2024-25, All students with an IEP receive interventions and support as identified on their	During SY 2025-26, All students with an IEP receive interventions and support as identified on their	For SY 2026-2027: All students with an IEP will receive identified interventions and supports, and all students will	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		support per i-Ready results.	IEPs, and all students receive Academic Acceleration support per i-Ready results.	IEPs, and all students receive Academic Acceleration support per i-Ready results.	receive Academic Acceleration support based on i-Ready results.	
1.3	Percentage of teachers and staff attending professional development trainings.	During SY 2023-2024, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning and Gang Awareness Training.	During SY 2024-25, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning and McKinney-Vento Training.	During SY 2025-26, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning, WASC and McKinney-Vento Training.	For SY 2026-2027: 100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.	No change
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires the use of CDE data from the most recent DataQuest to report teacher assignment data.)	100% of teachers are appropriately credentialed in 2021-22. (Ed Code now requires the use of CDE data from the most recent DataQuest year to report teacher assignment data.)	100% of teachers are appropriately credentialed in 2022-23. [DataQuest] [June, 2025, Local Indicators Report to Governing Board]	50% of teachers are appropriately credentialed in 2023-24. [DataQuest] [June, 2026, Local Indicators Report to Governing Board]	100% of teachers will be appropriately credentialed in 2024-25. (Ed Code now requires the use of CDE data from the most recent DataQuest year to	50% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					report teacher assignment data.)	
1.5	California School Dashboard: ELA Distance from Standard (DFS) standard as measured by SBAC	2023 California School Dashboard: Overall student performance: 88.6 points below Low-Income students: 83.1 points below Hispanic students: 70.4 points below	2024 California School Dashboard: Overall student performance: 96.0 points below Low-Income students: 90.2 points below Hispanic students: 88.4 points below English Learners:100.9 points below	2025 California School Dashboard: Overall student performance: 80.8 points below Low-Income students: 80.3 points below Hispanic students: 75.9 points below English Learners: 79.9 points below	2026 California School Dashboard: Overall student performance: 55 points below Low-Income students: 55 points below Hispanic students: 45 points below English Learners: 55 points below	Overall: 7.8 point improvement Low-Income students: 2.8 points improvement Hispanic students: 5.5 points decline English Learners: 21.0 points improvement
1.6	California School Dashboard: Math Distance from Standard (DFS) standard as measured by SBAC	2023 California School Dashboard: Overall student performance: 150.9 points below, Low-Income students: 152.7 points below, Hispanic students: 136.4 points below.	2024 California School Dashboard: Overall student performance: 151.0 points below Low-Income students: 142.4 points below Hispanic students: 146.7 points below English Learners:158.0 points below	2025 California School Dashboard: Overall student performance: 126.7 points below Low-Income students: 129.0 points below Hispanic students: 121.7 points below English Learners: 113.4 points below	2026 California School Dashboard: Overall student performance: 115 points below, Low-Income students: 115 points below Hispanic students: 105 points below. English Learners: 120 points below	Overall: 24.2 points improvement Low-Income students: 23.7 points improvement Hispanic students: 14.7 points improvement English Learners: 44.6 points improvement
1.7	Percentage of English Learner (EL) reclassifications.	During SY 2023-2024, These data were not reported due to the small number of English Learners (<11).	During SY 2024-25, local data indicates that 1 English Learner was reclassified.	During SY 2025-26, local data indicates that 2 English Learners were reclassified.	For SY 2026-2027: 10% increase in reclassifications	2 reclassifications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency	During SY 2023-2024, These data were not reported due to the small number of English Learners (<11).	English Learners: 25% Long-Term English Learners: <11 [2024 California School Dashboard]	English Learners: 66.7% Long-Term English Learners: <11 [2025 California School Dashboard]	2026 California School Dashboard: 60% of English Learners will achieve progress toward English Proficiency	41.7% improvement
1.9	Percentage of Low-Income students showing growth on i-Ready assessments in reading and Math.	December, 2023 i-Ready assessments: Students At or Above Grade Level: Reading -- 19% Math -- 5%	May, 2025 i-Ready assessments: Students At or Above Grade Level: Reading -- 39.1% Math -- 21.7%	May, 2026 i-Ready assessments: Students At or Above Grade Level: Reading -- 34.48% Math -- 15.51%	December, 2026 i-Ready assessments: Students At or Above Grade Level: Reading -- 35% Math -- 20%	Increase over baseline year
1.10	Percentage of students with access to instructional technology	100% of students have access to instructional technology, including Chromebooks and WIFI Hotspots. As of 2023-24 school year, all students have Chromebooks and 20 students have hotspots.	100% of students have access to instructional technology, including Chromebooks and WIFI Hotspots. As of 2024-25 school year, all students have Chromebooks, and 27 students have hotspots.	100% of students have access to instructional technology, including Chromebooks and WIFI Hotspots. As of 2025-26 school year, all students have Chromebooks, and 21 students have hotspots.	For SY 2026-2027: 100% of students will have access to instructional technology, including Chromebooks and WIFI Hotspots.	No change over baseline

Goal Analysis [2025-26]

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

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

Action 1.1: The MCIA has provided all students with high-quality, standards-aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Success in this action include supplemental texts, StudySync books and software and other online software/curriculum.

Action 1.2 : The MCIA was successful in ensuring that all students with IEPs received appropriate instructional support and accommodations. The RSP teacher met individually and/or in small groups with all students with IEPs. Regular communication between core academic teachers and RSP teacher ensured identified students received appropriate support.

Action 1.3, 1.4, and 1.5: The MCIA was successful in providing regularly scheduled professional development for all instructional staff that focused on Math pedagogy, instructional practices, Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning during late start professional development sessions. Additionally, 2 of 3 teachers also participated in self-selected professional development activities from organizations in addition to those provided by MCIA. This increase of participating teachers outside the organizational PD structure is powerful for MCIA students in the notable areas of MTSS work, ELA and Math instruction, and English Learners. These actions assisted with MCIA successfully retaining highly effective teachers.

Action 1.6 and 1.7: Despite increased enrollment, maintaining a low teacher ratio was successfully accomplished.

Action 1.8: The Program Director (bilingual coordinator), along with the school counselor, successfully implemented an assessment review process and consultation with teachers, to monitor student progress and potential reclassifications.

Action 1.9: Two full-time Instructional Assistants (IAs) assisted low-performing SED students with additional instruction in individual/small group settings to mitigate learning loss.

Action 1.10: Teachers implemented the i-Ready program. i-Ready diagnostic assessments were successfully used to assess academic progress in Reading and Math. Teachers assigned i-Ready lessons as part of the required classwork and used data to inform instruction. All i-Ready results were be shared with parents throughout the year. .

Action 1.11: Accelerated Reader (AR) was implemented as planned.

Action 1.12: Chromebooks and hot-spots were made available for loan to SED students to take home, as needed or requested.

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.

Action 1.1 - Overbudgeted. Fewer replacement instructional materials needed to be purchased.

Action 1.2 - Overbudgeted. Positional assignment change amongst special education staff members resulted in staff member whose salary and benefits less expensive than anticipated.

Action 1.3 - Overbudgeted. Fewer materials and supplies needed for professional development program.

Action 1.5 - Underbudgeted. Staff members sought more professional development opportunities to grow their craft for kids.

Action 1.6 - Underbudgeted. Increase costs of negotiated COLA and increased health and welfare costs resulted in increased actual expenses.

Action 1.10 - Underbudgeted. Added additional i-Ready whole staff training for staff members during school year.

Action 1.11 - Overbudgeted. Fewer new materials for Accelerated Reader library needed for replacement.

Action 1.12 - Underbudgeted. Chromebook replacements and increase costs of hotspots and services.

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

Actions 1.1, 1.2, 1.3, and 1.5 - Effective. The overarching expectations for all of the actions in this goal are to improve academic outcomes for Low-Income students, English Learners, and Foster Youth, and to reduce inequalities between the outcomes for our students as compared to their peers county-wide. Based on the state's assessment data, these action have had a positive impact in meeting these expectations in ELA. As shown in the Identified Needs section, "Distance from Standard" results show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall ELA achievement, and in closing academic inequalities between Low- Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there continue to be significant inequalities in results for our Low-Income students and English Learners.

Actions 1.4, 1.6, 1.7, 1.8, and 1.9 - Effective. The math "Distance from Standard" results displayed show improvement over baseline data including the overall population, Low income students, and Hispanic students all showing excellent gains. 2024-2025 State CAASPP assessments show that 8.2% of students meeting or exceeding standard in math, and 16.67% in English Language Arts are meeting or exceeding standard as well. When added to the Dashboard "Distance from Standard" results, While the distance from standard gap is not closed, and all students are not on grade level as measured by i-Ready, current strategies are effective and continue to grow student proficiency for the overall population, Low-Income students and English Learners.

Actions 1.9, 1.10, 1.11, and 1.12 - Effective. The state assessment results are "lagging" indicators (data from the prior year) and may not always give an accurate view of the impact of these actions, but to show a closing of the gap in the Distance from Standard for all groups except Hispanic Students. Also, MCIA i-Ready data, is current and indicates that our efforts in these actions in 2025-26 are equally effective.

In math, we have seen a 10.51% growth in the percentage of students on grade level over the course of the year. In Reading, growth has been 15.48% over the course of the year for those on grade level; both data points compared to baseline.

Action 1.8 - Effective. The of students making appropriate progress in acquiring English language skills was 41.7% as reported on the 2025 California Dashboard as compared to Year 1 data of 25%, but only because the baseline year had no data available given the student size was too small to produce a data set. Additionally, 2 English Learners were reclassified this school year.

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

No changes needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Standards-Aligned Curriculum to All Students	Madera County Independent Academy (MCIA) will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards. Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.	$12,000.00	No
1.2	Support Students on IEPs	Since students are enrolled at Madera County Independent Academy on an ongoing basis, all teachers receive an updated roster of students on	$18,797.00	No

Action #	Title	Description	Total Funds	Contributing
		IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all students on IEPs either individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional Assistant. Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.		
1.3	Instructional Staff Professional Development Program	Professional Development to be offered on a weekly basis for 90 minutes per week, aside from PD accessed by staff though other professional educational agencies. Professional development opportunities will be provided to all staff to support the use of standards-aligned curriculum and pedagogy. MCIA professional development is designed around meeting the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of unduplicated pupils. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include: • Social emotional learning • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS. (LCAP Goal 1, Action 5)	$2,500.00	Yes
1.4	Low-Income Students to Make Academic Progress in Math	Based on low SBAC and i-Ready Math scores for Low-Income students and English Learners (as described in the "Reflections" section) MCIA will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on MCIA staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be	$6,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level. This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.		
1.5	Retain Highly Effective Teachers Through Individualized Professional Development	To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, MCIA will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Individualized professional growth that meets the needs of the teacher will be emphasized. Title II	$3,642.00	No
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	To increase Low-income and English Learner student performance in ELA and Mathematics, MCIA staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC and i-Ready ELA/Reading and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, Study Sync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward student proficiency. Title I, Part A	$335,535.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Maintain Low Student to Teacher Ratio	Charter guidelines require the student to teacher ratio to remain below the ratio of the largest district in Madera County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so MCIA will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.	$200,680.00	Yes
1.8	English Learner Support	To support EL students in achieving English Language reclassification, MCIA staff will use i-Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teachers. The MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research- based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains. MCIA will provide English language development instruction in order to support students' language acquisition and increased access to core curriculum. MCIA also provides professional development to support teachers in their ELD instruction. MCIA will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties. Title I, Part A	$20,465.00	No
1.9	Provide Direct Intervention and Support for Struggling Learners as Measured by i-Ready	Instructional Assistants (IAs) will assist low-performing Low-Income students with additional instruction in small group settings to mitigate learning loss. The support of IAs will be principally directed to students grades K-8 and provide individual or small group accelerated interventions using i- Ready prescriptive lessons. Additional instructional materials will be purchased to support classroom instruction, as needed.	$103,175.00	No

Action #	Title	Description	Total Funds	Contributing
		Title I, Part A		
1.10	i-Ready Assessments for Grade Level Proficiency	i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and Math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning, increase academic and English Language proficiency.	$13,000.00	No
1.11	Increase Reading Proficiency	MCIA will purchase the Accelerated Reader program to build reading proficiency and thus encourage a desire for lifelong, recreational reading. Materials will include Accelerated Reader (books and software), and online software/curriculum.	$5,000.00	Yes
1.12	Access to a Broad Course of Study for Low-Income Students	MCIA is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner input, less than half of all parents of Low-Income students stated their child(ren) have access to technology (Chromebook and WIFI hotspot). To address this need, MCIA will provide these devices, issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.	$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The MCIA program will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

In order to be a conducive learning environment for all students, each child must feel safe emotionally, physically, and cognitively. MCIA will maintain effective and supportive learning environments that assist families in feeling connected to the program, and increase participation in advisory committees and other feedback opportunities.

No students were suspended, putting MCIA at the Blue, or highest-ranking, performance level.

MCIA staff are concerned with the significant increase in Chronic Absenteeism rates for all student groups. Rates remain relatively high, and staff efforts to increase student and family connections to MCIA will continue to be a priority to further decrease the percentage of students with high Chronic Absenteeism rates. Our Chronic Absenteeism is moving in the wrong direction, and student support is also warranted with career counseling and more targeted SEL support. Most students from MCIA who responded to the 2026 student survey (97%) report feeling connected to school. The reasons for the high rates of Chronic Absenteeism are not readily apparent, indicating a need for a deeper dive and individual interventions with students to discover and mitigate the causes. To this end, MCIA will decrease chronic absenteeism by funding a counselor (.5) with LREBG funds. (Action 2.5)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism	2023 California School Dashboard: All Students: 29.3% Low-Income: 28.6%	2024 California School Dashboard: All Students: 23.0%	2025 California School Dashboard: All Students: 34.9%	2026 California School Dashboard: All Students: 15% Low-Income: 15%	All Students: 5.6% increase Low-Income: 6.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 23.4% No other groups had data reported due to <11 students in a cohort.	Low-Income: 24.6% Hispanic: 23.0% English Learners: 20% No other groups had data reported due to <11 students in a cohort.	Low-Income: 35.1% Hispanic: 38.9% English Learners: 15.4% No other groups had data reported due to <11 students in a cohort.	Hispanic: 15% English Learners: 15%	Hispanic: 15.5% increase English Learners: 4.6% improvement
2.2	Number of Annual School Events	2023-2024 Local Data: MCIA hosted 9 Schoolwide events including STEM Days, Parent Teacher Conferences, and a Family Math Night.	2024-2025 Local Data: MCIA hosted 5 Schoolwide events including STEM Days, Parent Teacher Conferences, and a Family Open House during Spring 2025.	2025-2026 Local Data: MCIA hosted 13 Schoolwide events including but not limited to Music Days, Parent Teacher Conferences, Zoo Mobile, and a Family Open House during Spring 2026.	2026-2027 Local Data: MCIA will host at least two schoolwide events annually to invite parents and families to our school, at least one in the fall semester and one in the spring semester.	Increase in school events.
2.3	Number Students Participating in Learning Opportunities Outside of the Classroom	In 2023-24, MCIA students have participated in a Math Night, STEM Day, and 15 field trips, including 11 virtual field trips to places otherwise too far to explore.	In 2024-25, 234 MCIA students have participated in STEM Club Days, and 4 field trips, including virtual field trips.	In 2025-26, 360 MCIA students have participated in 4 field trips, and music club events.	2026-2027 Local Data: 100% of students will have the opportunity to participate in outside classroom learning and extended learning activities.	Increase in the number of students participating in events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school --96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school -- 97.0%. Students responding that they feel connected to school -- 94.7%. [2025 Local Climate Surveys]	Students responding that they feel safe at school -- 97.8%. Students responding that they feel connected to school -- 93.9%. [2026 Local Climate Surveys]	2027 Local Climate Surveys: Students responding that they feel safe at school --98%. Students responding that they feel connected to school --98%.	Minimal change over baseline
2.5	California School Dashboard: Suspension Rate	2023 California School Dashboard: 0% student suspension rate	2024 California School Dashboard: 0% student suspension rate	2025 California School Dashboard: 0% student suspension rate	2026 California School Dashboard: MCIA students will maintain a 0% suspension rate for the school year.	No change
2.6	Attendance Rate	2023-2024 Local Calculation: 94.3% MCIA student attendance for April 2024 as reflected in PowerSchool.	2024-25 Local Calculation: 92.0 % MCIA student attendance for April 2025 as reflected in PowerSchool.	2025-2026 Local Calculation: 92.2% MCIA student attendance for through May 1, 2026 as reflected in PowerSchool.	2026-2027 Local Data: All MCIA students will maintain at least a 90% seat time attendance rate for the school year.	Slight decrease over baseline
2.7	Facilities Inspection Tool (FIT)	The FIT report (October 2023) for MCIA showed facilities in good repair.	MET: Results reported The FIT report for MCIA showed facilities in good repair.	MET: Results reported The FIT report for MCIA showed facilities in good repair.	2026-2027 Local Data: The FIT report (October 2026) for MCIA will show facilities in good repair.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[June, 2025, Local Indicators Report to Governing Board]	[June, 2026, Local Indicators Report to Governing Board]		
2.8	Percentage of Students Access to Academic and Behavioral Health Counseling Services	100% of students had access to academic or behavioral counseling services by school counselor. 3 student referrals were made this year to the school Psychologist.	100% of students had access to academic or behavioral counseling services by school counselor. 8 student referrals were made this year to the school Psychologist.	100% of students had access to academic or behavioral counseling services by school counselor. AS of April 30, 2026, 11 student referrals were made to the school Psychologist.	2026-2027 Local Data: 100% of students needing academic, behavioral, or social-emotional counseling will receive services on site.	No change but more students accessed services over baseline
2.9	Transportation Provided for MCIA Students Who Qualify or Are in Need	MAXX passes are currently free of charge for students being transported from designated stop to stop. In 2023-24, no students have required public transportation to attend school or school events.	MAXX passes are currently free of charge for students being transported from designated stop to stop. In 2024-25, no students have required public transportation to attend school or school events.	MAXX passes are currently free of charge for students being transported from designated stop to stop. In 2025-26, no students have required public transportation to attend school or school events.	2026-2027 Local Data: 100% of students needing transportation to school will be provided vouchers/tickets for local public transportation to school.	No change

Goal Analysis [2025-26]

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

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

Action 2.1: School-to-home communication was successfully maintained through the use of ParentSquare, which allowed for safe and orderly communication between the school and students or parents. Additionally, the "StopIt" app (safety reporting web-based application) gave

students and parents another means of feeling enhanced safety. Teachers frequently communicated with parents to share victories, concerns, or invitations for parents to school events.

Action 2.2: The school staff ensured that work orders are submitted and attended to in a timely manner, prioritizing any requests that posed any safety concerns, and were successful in doing so.

Action 2.3: MCIA hosted 5 school-wide events for 2024-25, including Halloween STEM Day, Parent Teacher Conferences, and Spring SEL Family Day.

Action 2.4: This action was implemented as planned, with bus passes made available. The challenge, if it may be termed that, is that there were no requests for passes.

Action 2.5: Home-school communication was effectively and successfully conducted, primarily through ParentSquare messages. Parent meetings were also held, and home visits conducted by administrators and academic counselors. Students improving attendance at school are recognized by school attendance awards.

Action 2.6: All teachers successfully incorporated digital citizenship lessons as part of their instruction. Professional development for teachers and instructional staff was provided, as planned. All teachers taught, modeled and supported positive SEL behaviors as observed by administrators. School counselors provided lessons on a variety of topics to better prepare students to cope with challenges in academic achievement. A school psychologist provided direct services to identified students, as needed and requested.

Action 2.7: As with the two actions above, effective and frequent school-home communication was successfully implemented to deal with concerns before they could grow into problems.

Action 2.8: School counselor provided support to all students including foster youth and homeless as well connected resources to meet student needs as identified. The school counselor was provided support to meet these needs by an administrative assistant.

Action 2.9: Four student recognition assemblies were held to honor students of the month as identified by each MCIA teacher throughout the school year.

Action 2.10: All MCIA student were provided Climate Surveys in February to glean feedback about the quality of the program and how students were feeling connected to the MCIA program and staff.

Action 2.11: This action was successfully implemented, as all students had opportunities to participate in classroom and extended learning activities which included virtual and live field trips.

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.

Action 2.1 - Overbudgeted. Cost of Parentsquare was less expensive than anticipated.

Action 2.2 - Underbudgeted. Increased employee, utility costs resulted in costs over budgeted amount.

Action 2.11 - Underbudgeted. Increased costs in travel realized due to increased fuel prices.

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

Action 2.1: All parents have access to ParentSquare and 100% are connected to it, making School-to-Home communication more effective in an effort to ensure communication is high and school is safe for all students. Effective.

Action 2.2: MCIA has been effective in maintaining its facilities, with a FIT rating of "good repair."

Action 2.3: The family events have been well utilized and students and families come to support their school, evidence that this action is effective in meeting its intended metric.

Action 2.4: MCIA staff are not able to make a clear evaluation of the effectiveness of this action; the transportation was available as planned, but there were no requests for services or passes.

Action 2.5: MCIA staff are pleased with the effectiveness of this action, as the Chronic Absenteeism rate has decreased 6.3% during school year 2023-2024 to 23% currently. The locally calculated attendance rate for all students is 92.0% through April 2025.

Action 2.6 and 2.8: With 100% of students having access to academic or behavioral counseling services by school counselor and/or school psychologist, this action has been effective in ensuring those services, and counselor being supported by Administrative Assistant, this action is effective. 8 student referrals were made to school psychologist.

Action 2.7: With a suspension rate of 0%, this action also appears to have been effective.

Action 2.9: Students are recognized quarterly as Students of the Month by each teacher at school assemblies. Effective.

Action 2.10: The effectiveness of this action is primarily measured by students' feelings of positive school climate/school connectedness. As 96.3% of students feel encouraged to be successful by school staff and 94.7% reported feeling connected to school, these actions appear to have been effective. An additional indicator of 96.2% of students feeling that the staff cares about them supports the effectiveness of these actions. Students of the Month are recognized by staff members which contributes to school climate and individual student success. MCIA staff will continue these actions in order to increase the percentages of students feeling connected.

Action 2.11: This action appeared to have been effective, as 100% of students had opportunities to participate in classroom and extended learning opportunities, which included virtual and live field trips.

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

Action 2.5: Added "The reasons for the high rates of Chronic Absenteeism are not readily apparent, indicating a need for a deeper dive and individual interventions with students to discover and mitigate the causes. To this end, MCIA will decrease chronic absenteeism by funding a counselor (.5) with LREBG funds" to the action to further address increases in Chronic Absenteeism rates.

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	Maintain a Safe School Environment	When students feel physically, cognitively, and emotionally safe at school, they are able to optimize their learning. Increase home to school communication through the use of "StopIt" app (safety reporting web-based application) and ParentSquare to allow for safe and orderly communication between the school and students or parents. Teachers will have frequently translated communication with parents to share victories, concerns, or invitations for parents to school events.	$3,000.00	Yes
2.2	Maintain School Facilities	The link between student learning and desire to be at school is a clean, well-maintained campus that fosters student learning. MCIA staff maintains quality learning facilities by ensuring good communication with maintenance and facilities staff. Work orders are submitted and attended to in a timely manner, while prioritizing any requests that may pose any safety concerns.	$104,821.00	No
2.3	Host Annual School Events	At least two events held annually to support greater school connections. Administrators, academic counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all MCIA families.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Provide Home-School Student Transportation As Needed	Bus tickets/vouchers will be provided to students/parents whose families have mobility issues or economic challenges to attend MCIA or MCIA events. School staff will provide vouchers to those requesting and document the amount given individually and collectively. Title I, Part A	$250.00	No
2.5	Increase Student Attendance Rate	Increase student attendance rates by celebrating and recognizing positive behavior through the use of incentives. Each teacher recognizes a student of the month on a monthly basis. Additionally, students with perfect attendance will be celebrated monthly with certificates and other school incentives. The reasons for the high rates of Chronic Absenteeism are not readily apparent, indicating a need for a deeper dive and individual interventions with students to discover and mitigate the causes. To this end, MCIA will decrease chronic absenteeism by funding a counselor (.17) with LREBG funds.	$29,706.00	Yes
2.6	Provide Behavioral Health Intervention and Support Services	To support improved student outcomes in academic performance and school engagement and close gaps on state and local measures, MCIA will create school environments that welcome and support all student populations. Provide staff resources to teach, model, and practice social-emotional learning skills that support a positive climate for learning and work. All teachers will incorporate digital citizenship lessons to teach and model appropriate, responsible use of technology. Professional development for teachers and instructional staff will address their own SEL needs and better equip them to evaluate and support the needs of students. All teachers will teach, model and support positive SEL behaviors.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		School counselors to provide lessons on a variety of topics that affect social-emotional learning and better prepare students to cope with challenges in academic achievement. School psychologist will provide referrals or direct services to identified students as needed. School psychologist will also provide professional development to staff for resources, services, procedures and best practices for students needing SEL interventions.		
2.7	Maintain Suspension Rate	Maintain zero suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and parents communicated in English and Spanish. Parent conferences support communication between home and school, as well as student report cards, progress reporting and regular home contacts.	$0.00	No
2.8	Expand Support Services for Homeless and Foster Youth	Based upon the increased social-emotional needs of Homeless and Foster Youth who have suffered trauma due to food and/or shelter insecurities or family trauma; all Foster Youth and/or Homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to MCIA staff to better support students' social-emotional needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues that may reflect other issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare.	$18,568.00	No

Action #	Title	Description	Total Funds	Contributing
		Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues. Site Administration and academic counselor will maintain a priority list of students to monitor for intervention.		
2.9	Positive Student Recognition Program	MCIA administration, academic counselors, teachers, and other staff will plan and conduct four student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support will contact students and parents, and students and parents are contacted using ParentSquare as well.	$1,000.00	No
2.10	Climate Survey Responses	A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.	$0.00	No
2.11	External Learning Opportunities for Students	As means of positively impacting chronic absenteeism, external learning opportunities such as field trips and guest presentations for students will be offered to increase connectedness to school. Teachers will plan field trips and invite guest presenters to enhance student learning and increase	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connectedness to school. Virtual field trips can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MCIA staff will have greater educational partner participation and input by developing and fostering meaningful parent and family relationships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parental support is paramount to student academic success. Public and Behavioral health partnerships can create expanded opportunities for our students to flourish.

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 Parents Using ParentSquare to Communicate with the School	In 2023-24, 98% of MCIA parents received phone notifications and 85% received text messages through ParentSquare. [Local Data]	In 2024-25, 100% of MCIA parents received phone notifications and 89% received text messages through ParentSquare. [Local Data]	In 2025-26, 100% of MCIA parents received phone notifications and 89% received text messages through ParentSquare. [Local Data]	In 2026-27, 100% of MCIA parents will receive phone notifications and 100% will receive text messages through ParentSquare. [Local Data]	No change.
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	In 2023-24, 100% of our parents of English Learners received phone notifications and text messages through ParentSquare. 8% have elected to receive their communication in Spanish.	In 2024-25, 100% of parents of English Learners received phone notifications and text messages through ParentSquare. 10% have elected	In 2025-26, 100% of parents of English Learners received phone notifications and text messages through ParentSquare. 10% have elected	In 2026-27, 100% of MCIA parents of English Learners will receive phone notifications and 100% will receive text messages through ParentSquare.	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[Local Data]	to receive their communication in Spanish. [Local Data]	to receive their communication in Spanish. [Local Data]	[Local Data]	
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2025-26. [Local Data]	100% of Teachers will be provided access to PowerSchool to log entries in 2026-27. [Local Data]	No change.
3.4	Increase Parent/Guardian Involvement and Attendance at School Functions	21 parents participated in 2023-24 Parent-Teacher Conferences. 4 parents participated in 2023-24 STEM Day and Math Night. [Local Data]	26 parents participated in 2024-25 Parent-Teacher Conferences. 36 parents participated in Fall Safety Day and Spring Open House events. [Local Data]	55 parents participated in 2025-26 Parent-Teacher Conferences. 43 parents participated in Spring Open House events. 48 parents and guests for Spring Arts Day event. [Local Data]	The number of parents participating in school events will continue to increase annually.	Increase in the number of parents participating in school events.
3.5	Develop Greater Community Outreach Opportunities	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 2 parents participated in School Site Council (SSC) and/or English	In 2024-25, 33 parents completed the Spring School Climate surveys in digital form. 1 parents participated in	In 2025-26, 48 parents completed the Spring School Climate surveys in digital form. 1 parent participated in	Increase the number of parent and community responses from the prior year. Increase the number of parents	Increase in the number of parents completing surveys.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learner Advisory Committee (ELAC) meetings.	School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	

Goal Analysis [2025-26]

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

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

Action 3.1: All staff maintained daily logs of contacts with parents to successfully enhance communication efforts, and 100% of parents receive notifications and messages through ParentSquare.

Action 3.2: School documents are translated into Spanish for English Learner families. The staff have implemented processes to engage the parents of English Learner students in school advisory committees and other opportunities for feedback. ParentSquare communications were translated into the language of EL students' parents. Getting the desired level of participation has remained a challenge.

Action 3.3: The planned parent/family activities were held and were successful in engaging families with the school staff.

Action 3.4: MCIA staff partnered with Parent Institute for Quality Education (PIQE) for parent education sessions held in fall and spring semesters. 40 parents participated in the program.

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.

Action 3.4 - Underbudgted. Costs increased due to second parent cohort of PIQE run in Spring Semester 2026.

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

Action 3.1: This action is effective; 100% of teachers and staff maintain a contact log in PowerSchool, and 83.4% of parent survey respondents agreed that "The staff at my child's school builds a relationship of trust and respect with my family."

Action 3.2: All documents are translated, interpreters provided for school events like conferences, and PIQE offered for parents to learn how best to support their child(ren) during school. Effective.

Action 3.3: Parents and family members participate in school events. 100% of MCIA parents responding to the survey agreed that "My child's school has created a welcoming (friendly and helpful) environment for my family" indicating that this action has been effective.

Action 3.4: 40 parents participated in 2 offerings of PIQE during SY 2025-26. Effective action.

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

No changes planned for goal, metrics, outcomes, or actions for this coming school year.

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	Promote School Communication	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare. Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.	$0.00	No
3.2	Promote Participation of Families of English Learners	Spanish is the primary language of most English Learner students enrolled in PTC. We will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents.	$2,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.		
3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	Very low rates of parent involvement at MCIA have been shown in rates of completion (nine) on 2024 LCAP surveys which were sent via ParentSquare. To increase parent involvement, MCIA will do the following: • Academic Counselors will use ParentSquare app/website to promote, deliver, and translate educational information. Targeted events designed for the MCIA EL community will be a priority, with 15% of the student population being EL students. • Printed flyers in both English and Spanish will be distributed on site. An MCIA academic counselor will use the parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. • MCIA teachers will continue to hold annual parent-teacher conferences as a follow-up to the initial meetings at enrollment. These conferences will focus on i-Ready data growth, academic progress, attendance updates, and general academic planning. • Open house and Family appreciation days will be hosted; one event in the fall and one in the spring. • ParentSquare will also be used more prominently to survey all parents on a regular basis. • MCIA administration team will set parameters and the program director will disaggregate and disseminate the data.	$1,000.00	No
3.4	Develop Greater Community Outreach Opportunities	MCIA will increase participation of EL and SED students' parents through personal invitations via phone calls by administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications into the language of EL students' parents. MCIA will partner with a parent organization to empower parents to better assist their children academically.	$17,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$221,237	$27,176

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
37.392%	0.000%	$0.00	37.392%

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
1.3	**Action:** Instructional Staff Professional Development Program **Need:** In determining the needs for increased services for MCIA's unduplicated pupils (Low-Income, English Learners and Foster Youth) MCIA examined relevant data for objective indicators of academic risk. Along with SBAC	To meet the learning needs of MCIA's Low-income students, English Learners, and Foster Youth, and to address their academic inequalities, MCIA will increase and continue professional development to all staff. In the article, "Raising Student Achievement Through Professional Development" from Generation Ready, effective professional development is described as: 1) Planned over time, sustained, rigorous and embedded within the context of the school; 2) Uses data to directly link	• California School Dashboard: ELA Distance from Standard (DFS) standard as measured by SBAC • California School Dashboard: Math Distance from Standard (DFS) standard as measured by SBAC

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 data, local summative i-Ready assessment data was utilized for Reading and Mathematics to help drive the LCAP decision-making process. Input from educational partners contributed to determining student needs, actions, and potential effectiveness of this plan. Indicators for unduplicated student groups are monitored and reported internally and with these educational partners, to ensure the focus and determination of effectiveness remains centered on the outcomes for these students. Improvement efforts. "Distance from Standard" results in ELA show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall achievement, and in closing academic inequalities between Low- Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there are significant inequalities in results for our Low-Income students and English Learners. While the math results described in the Identified Needs section of the Reflections do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year. When added to the Dashboard	to the school goals; 3) Is evidence-based and data driven both to guide improvement and measure impact; and 4) Is differentiated and ensures an intensive focus on the teaching-learning relationship. The high percentage of MCIA's Low-income students, English Learners, and Foster Youth, behind grade level in Reading (65.52%) and math (84.49%), as measured by i-Ready, requires continued and responsive professional development provided by Fresno County Superintendent of Schools' curriculum and instruction content specialists, as well as site leaders to address the needs of Low-income students, English Learners, and Foster Youth. We expect to see improvements in math performance for those students on both CAASPP and i-Ready assessments. To maximize the impact its impact on our students, this action will be implemented schoolwide.	• California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency • Percentage of English Learner (EL) reclassifications. • Percentage of Low- Income students showing growth on iReady assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	"Distance from Standard" results, and compared to achievement for their peers countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent. Also, clearly seen in the ELA results in the "Successes" section listed above are the inequalities between English Learners and the overall results in that area. The i-Ready diagnostic results cited above illustrate the majority of students (84.49% in Math and 65.52% in Reading) are below grade level. LCAP parent survey data also indicates that 93.8% of parents and 51.1% of students surveyed agreed that students would benefit from additional support with academic work. Though the CAASPP assessment numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. **Scope:** Schoolwide		
1.4	**Action:** Low-Income Students to Make Academic Progress in Math **Need:** In determining the needs for increased services for MCIA's unduplicated pupils (Low-Income, English Learners and Foster Youth) MCIA examined relevant data for objective indicators of academic risk. Along with SBAC assessment data, local summative i-Ready assessment data was utilized for Reading and	Based on low SBAC and i-Ready Math scores for Low-Income students and English Learners (as described in the "Reflections" section) MCIA will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on MCIA staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers	• California School Dashboard: Math Distance from Standard (DFS) standard as measured by SBAC • Percentage of Low- Income students showing growth on i-Ready assessments in Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics to help drive the LCAP decision-making process. Input from educational partners contributed to determining student needs, actions, and potential effectiveness of this plan. Indicators for unduplicated student groups are monitored and reported internally and with these educational partners, to ensure the focus and determination of effectiveness remains centered on the outcomes for these students. Improvement efforts. "Distance from Standard" results in ELA show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall achievement, and in closing academic inequalities between Low- Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there are significant inequalities in results for our Low-Income students and English Learners. While the math results described in the Identified Needs section of the Reflections do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year. When added to the Dashboard "Distance from Standard" results, and compared to achievement for their peers	will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level. This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics. This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception. To maximize the impact its impact on our students, this action will be implemented schoolwide.	

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
	countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent. Also, clearly seen in the ELA results in the "Successes" section listed above are the inequalities between English Learners and the overall results in that area. The i-Ready diagnostic results cited above illustrate the majority of students (84.49% in Math and 65.52% in Reading) are below grade level. LCAP parent survey data also indicates that 93.8% of parents and 51.1% of students surveyed agreed that students would benefit from additional support with academic work. Though the CAASPP assessment numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. **Scope:** Schoolwide		
1.7	**Action:** Maintain Low Student to Teacher Ratio **Need:** In determining the needs for increased services for MCIA's unduplicated pupils (Low-Income, English Learners and Foster Youth) MCIA examined relevant data for objective indicators of academic risk. Along with SBAC assessment data, local summative i-Ready assessment data was utilized for Reading and Mathematics to help drive the LCAP decision-making process. Input from educational partners contributed to determining student	MCIA will provide credentialed teachers to keep the student to teacher ratio below the LEA average of 29:1. Reducing student to teacher ratio, as cited above, benefits the 81% SED and 77% of under represented groups. These lower ratios provide opportunities for teachers to build stronger relationships with students, provide insight into student needs and motivation, and be more instructionally responsive based on formative and summative assessment results. MCIA staff expect to see increased percentages of Low- income students, English Learners, and Foster Youth	• California School Dashboard: ELA Distance from Standard (DFS) standard as measured by SBAC • California School Dashboard: Math Distance from Standard (DFS) standard as measured by SBAC • California School Dashboard:

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, actions, and potential effectiveness of this plan. Indicators for unduplicated student groups are monitored and reported internally and with these educational partners, to ensure the focus and determination of effectiveness remains centered on the outcomes for these students. Improvement efforts. "Distance from Standard" results in ELA show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall achievement, and in closing academic inequalities between Low- Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there are significant inequalities in results for our Low-Income students and English Learners. While the math results described in the Identified Needs section of the Reflections do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year. When added to the Dashboard "Distance from Standard" results, and compared to achievement for their peers countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent. Also, clearly seen in the	meeting or exceeding standard in both, as well as lessening the distance from standard. Finally, the lower student to teacher ratio will improve attendance rates and help decrease chronic absenteeism. To maximize the impact its impact on our students, this action will be implemented schoolwide.	Rate of English Learner Students Making Progress toward English Proficiency • Percentage of English Learner (EL) reclassifications. • Percentage of Low- Income students showing growth on iReady assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA results in the "Successes" section listed above are the inequalities between English Learners and the overall results in that area. The i-Ready diagnostic results cited above illustrate the majority of students (84.49% in Math and 65.52% in Reading) are below grade level. LCAP parent survey data also indicates that 93.8% of parents and 51.1% of students surveyed agreed that students would benefit from additional support with academic work. Though the CAASPP assessment numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. **Scope:** Schoolwide		
1.11	**Action:** Increase Reading Proficiency **Need:** In determining the needs for increased services for MCIA's unduplicated pupils (Low-Income, English Learners and Foster Youth) MCIA examined relevant data for objective indicators of academic risk. Along with SBAC assessment data, local summative i-Ready assessment data was utilized for Reading and Mathematics to help drive the LCAP decision-making process. Input from educational partners contributed to determining student needs, actions, and potential effectiveness of this plan. Indicators for unduplicated student groups are monitored and reported internally	Currently, the Low-income students, English Learners, and Foster Youth at MCIA are experiencing inequalities on the state assessment in both ELA or Mathematics when compared to their peers county-wide. To diminish these inequalities, MCIA will take a multi-faceted approach to meeting the diverse needs of this student group. Formative data from i-Ready assessments will also be used to guide instruction and drive professional development planning in conjunction with evidence from local indicators. This data will be used to provide access and direction for students in Acceleration Classes for ELA and Mathematics to improve their sub-skills in a structured and prescriptive manner through the i-Ready platform. Instructional Assistants will be assigned to each Acceleration Class and will	• California School Dashboard: ELA Distance from Standard (DFS) standard as measured by SBAC • California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency • Percentage of English Learner (EL) reclassifications. • Percentage of Low-Income students showing

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
	and with these educational partners, to ensure the focus and determination of effectiveness remains centered on the outcomes for these students. Improvement efforts. "Distance from Standard" results in ELA show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall achievement, and in closing academic inequalities between Low-Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there are significant inequalities in results for our Low-Income students and English Learners. While the math results described in the Identified Needs section of the Reflections do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year. When added to the Dashboard "Distance from Standard" results, and compared to achievement for their peers countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent. Also, clearly seen in the ELA results in the "Successes" section listed above are the inequalities between English Learners and the overall results in that area.	manage the data and practices based on the data from i-Ready and direction from the student's teacher. Increased academic achievement will be measured locally through i-Ready data and summative data from CAASPP ELA and Mathematics assessment. MCIA staff expect to see increased percentages of Low-income students, English Learners, and Foster Youth meeting or exceeding standard in both, as well as lessening the distance from standard. To maximize the impact its impact on our students, this action will be implemented schoolwide.	growth on i-Ready assessments in ELA.

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
	The i-Ready diagnostic results cited above illustrate the majority of students (84.49% in Math and 65.52% in Reading) are below grade level. LCAP parent survey data also indicates that 93.8% of parents and 51.1% of students surveyed agreed that students would benefit from additional support with academic work. Though the CAASPP assessment numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. **Scope:** Schoolwide		
2.1	**Action:** Maintain a Safe School Environment **Need:** In our Spring, 2026, student survey, 97.8% of students -- 85% of whom are Low-Income -- responded in student surveys that they feel safe at school. Students who responded that they feel connected to school were 93.9%. The actions under Goal 2 have enabled MCIA to maintain a 0% suspension rate, and have increased the attendance rate by 12% between 2022 and 2023. Additionally, MCIA has maintained at least 90% agreements by both student and parent educational partners that the school is a safe place. These data support the need to	When students feel physically, cognitively, and emotionally safe at school, they are able to optimize their learning. Increase home to school communication through the use of "StopIt" app (safety reporting web-based application) and ParentSquare to allow for safe and orderly communication between the school and students or parents. Teachers will have frequently translated communication with parents to share victories, concerns, or invitations for parents to school events. MCIA will create more opportunities for students and families to build stronger relationships with all school staff. Efforts to increase home to school communication will include opportunities for parents to participate in various advisory committees, and student recognition ceremonies. MCIA expects to see high levels of feelings of school safety and connectedness maintained as	• School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School • California School Dashboard: Suspension Rate

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
	continue those actions to maintain those levels while lowering chronic absenteeism rates. **Scope:** Schoolwide	students and parents will have means to address safety and social-emotional concerns more immediately. The results cited in the reflections section and cited in the "Need" demonstrate that this action has been effective and should be continued. To maximize the impact its impact on our students, this action will be implemented schoolwide.	
2.5	**Action:** Increase Student Attendance Rate **Need:** As noted in the Reflections section of the LCAP, MCIA saw a significant decline in the chronic absenteeism rate for Low-Income students resulting in MCIA being exited from CSI. All Students: 29.3% Low-Income: 28.6% Hispanic: 23.4% Additionally, MCIA has maintained at least 90% agreements by both student and parent educational partners that the school is a safe place. These data support the need to continue those actions to maintain those levels while lowering chronic absenteeism rates. **Scope:** LEA-wide	MCIA will increase student attendance rates by celebrating and recognizing positive behavior through the use of incentives. Each teacher recognizes a student of the month on a monthly basis. Additionally, students with perfect attendance will be celebrated monthly with certificates and other school incentives. MCIA expects to see continued decreases in chronic absenteeism as students and parents will have means to address safety and social-emotional concerns more immediately. Monitoring attendance on a regular basis and documenting attendance trends will provide needed data into which strategies are being effective in keeping students in school. MCIA staff expect this action to decrease inequalities on chronic absenteeism rates and to maintain a very low suspension rate, promote high levels of feelings of school safety as measured by student surveys, and maintain attendance rates over 90%. The results cited in the reflections section and cited in the "Need" demonstrate that this action has been effective and should be continued. To maximize the impact its impact on our students, this action will be implemented schoolwide.	• California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School • California School Dashboard: Suspension Rate • Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.11	**Action:** External Learning Opportunities for Students **Need:** In our Spring, 2026, student survey, 97.8% of students -- 85% of whom are Low-Income -- responded in student surveys that they feel safe at school. Students who responded that they feel connected to school were 93.9%. As noted in the Reflections section of the LCAP, MCIA saw a significant decline in the chronic absenteeism rate for Low-Income students. All Students: 29.3% Low-Income: 28.6% Hispanic: 23.4% The actions under Goal 2 have enabled MCIA to maintain a 0% suspension rate, and have increased the attendance rate by 12% between 2022 and 2023. Additionally, MCIA has maintained at least 90% agreements by both student and parent educational partners that the school is a safe place. These data support the need to continue those actions to maintain those levels while lowering chronic absenteeism rates. **Scope:** Schoolwide	As means of positively impacting chronic absenteeism, external learning opportunities such as field trips and guest presentations for students will be offered to increase connectedness to school. Teachers will plan field trips and invite guest presenters to enhance student learning and increase connectedness to school. Virtual field trips can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. MCIA will provide external learning opportunities for students to build a foundation to lessen inequalities by providing enriched experiences. In a study led by James Banks, Low-income students lack the same enrichment experiences as their middle and upper class peers. The suggestion is "schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With over 83% of MCIA students classified as Low-income, these opportunities are vital to addressing learning gaps. MCIA will provide external learning opportunities that include both in-person and virtual trips; invite guest presenters from a variety of topics; provide experiences in career exploration, SEL, and college campus tours. This will be measured by the number and type of opportunities provided. MCIA expects this action to decrease inequalities on chronic absenteeism rates and to maintain a very low suspension rate, promote high levels of feelings of school safety as measured by student surveys, and maintain attendance rates over 90%.	• California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School • California School Dashboard: Suspension Rate • Attendance Rate

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
		To maximize the impact its impact on our students, this action will be implemented schoolwide.	
3.2	**Action:** Promote Participation of Families of English Learners **Need:** Spanish is the primary language of most English Learner students enrolled in MCIA. **Scope:** LEA-wide	MCIA will increase participation of the parents of our English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking and facilitate clear and prompt communication. To maximize the impact its impact on our students, this action will be implemented schoolwide.	• Percentage of Parents of English Learners Using ParentSquare to Communicate with the School • Increase Parent/Guardian Involvement and Attendance at School Functions • Develop Greater Community Outreach Opportunities
3.4	**Action:** Develop Greater Community Outreach Opportunities **Need:** Parental support is paramount to student academic success. Public and Behavioral health partnerships can create expanded opportunities for our students to flourish. **Scope:** Schoolwide	MCIA will increase participation of EL and SED students' parents through personal invitations via phone calls by administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications into the language of EL students' parents. MCIA will partner with a parent organization to empower parents to better assist their children academically. To maximize the impact its impact on our students, this action will be implemented schoolwide.	• Percentage of Parents of English Learners Using ParentSquare to Communicate with the School • Increase Parent/Guardian Involvement and Attendance at School Functions • Develop Greater Community Outreach Opportunities

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.

N/A

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.

Additional concentration grant add-on funding identified above are used to maintain an increased number of staff providing direct services to students at MCIA with a high concentration of Low-income students (81%). Two Instructional Assistants provide direct services to students via support during Acceleration Classes, as well as growth areas identified by each student's teacher. The Instructional Assistants received ongoing professional development on a weekly basis to increase their capacity to effectively support the diverse needs of MCIA students.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$591,664	$221,237	37.392%	0.000%	37.392%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$671,590.00	$65,471.00	$0.00	$189,980.00	$927,041.00	$769,347.00	$157,694.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide Standards-Aligned Curriculum to All Students	All	No			All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.2	Support Students on IEPs	Students with Disabilities	No			All Schools		$18,197.00	$600.00	$600.00	$18,197.00			$18,797.00	
1	1.3	Instructional Staff Professional Development Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	English Learners Foster Youth Low Income Low-income	No Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,500.00	$6,500.00				$6,500.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Low-Income	No			All Schools		$0.00	$3,642.00				$3,642.00	$3,642.00	
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	All	No			All Schools		$333,635.00	$1,900.00	$285,837.00			$49,698.00	$335,535.00	
1	1.7	Maintain Low Student to Teacher Ratio	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$200,030.00	$650.00	$200,680.00				$200,680.00	
1	1.8	English Learner Support	English Learners	No			All Schools		$20,215.00	$250.00				$20,465.00	$20,465.00	
1	1.9	Provide Direct Intervention and Support for Struggling Learners as Measured by i-Ready	All Low-Income	No			All Schools		$103,175.00	$0.00				$103,175.00	$103,175.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	i-Ready Assessments for Grade Level Proficiency	All	No			All Schools		$0.00	$13,000.00				$13,000.00	$13,000.00	
1	1.11	Increase Reading Proficiency	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.12	Access to a Broad Course of Study for Low-Income Students	All	No			All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	
2	2.1	Maintain a Safe School Environment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.2	Maintain School Facilities	All	No			All Schools		$36,821.00	$68,000.00	$104,821.00				$104,821.00	
2	2.3	Host Annual School Events	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.4	Provide Home-School Student Transportation As Needed	All	No			All Schools		$0.00	$250.00	$250.00				$250.00	
2	2.5	Increase Student Attendance Rate	Low Income	Yes	LEA-wide	Low Income	All Schools		$28,706.00	$1,000.00	$1,000.00	$28,706.00			$29,706.00	
2	2.6	Provide Behavioral Health Intervention and Support Services	All	No			All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.7	Maintain Suspension Rate	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.8	Expand Support Services for Homeless and Foster Youth	Homeless and Foster Youth	No			All Schools		$18,568.00	$0.00		$18,568.00			$18,568.00	
2	2.9	Positive Student Recognition Program	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.10	Climate Survey Responses	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.11	External Learning Opportunities for Students	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Promote School Communication	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.2	Promote Participation of Families of English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$2,402.00	$2,402.00				$2,402.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.4	Develop Greater Community Outreach Opportunities	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools		$0.00	$17,000.00	$17,000.00				$17,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$591,664	$221,237	37.392%	0.000%	37.392%	$248,082.00	0.000%	41.930 %	**Total:**	$248,082.00
								LEA-wide Total:	$3,402.00
								Limited Total:	$0.00
								Schoolwide Total:	$244,680.00

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	**1.3**	Instructional Staff Professional Development Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	**1.4**	Low-Income Students to Make Academic Progress in Math	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
1	**1.7**	Maintain Low Student to Teacher Ratio	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$200,680.00	
1	**1.11**	Increase Reading Proficiency	Yes	Schoolwide	Low Income	All Schools	$5,000.00	
2	**2.1**	Maintain a Safe School Environment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	**2.5**	Increase Student Attendance Rate	Yes	LEA-wide	Low Income	All Schools	$1,000.00	
2	**2.11**	External Learning Opportunities for Students	Yes	Schoolwide	Low Income	All Schools	$10,000.00	

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	3.2	Promote Participation of Families of English Learners	Yes	LEA-wide	English Learners	All Schools	$2,402.00	
3	3.4	Develop Greater Community Outreach Opportunities	Yes	Schoolwide	English Learners Low Income	All Schools	$17,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$932,451.00	$964,353.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide Standards-Aligned Curriculum to All Students	No	$12,000.00	2,112
1	**1.2**	Support Students on IEPs	No	$25,817.00	17,688
1	**1.3**	Instructional Staff Professional Development Program	Yes	$2,500.00	1,066
1	**1.4**	Low-Income Students to Make Academic Progress in Math	No Yes	$6,000.00	6,500
1	**1.5**	Retain Highly Effective Teachers Through Individualized Professional Development	No	$1,400.00	3,029
1	**1.6**	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	No	$350,866.00	359,394
1	**1.7**	Maintain Low Student to Teacher Ratio	Yes	$206,478.00	204, 815
1	**1.8**	English Learner Support	No	$20,293.00	20,178
1	**1.9**	Provide Direct Intervention and Support for Struggling Learners as Measured by i-Ready	No	$99,412.00	101,115
1	**1.10**	i-Ready Assessments for Grade Level Proficiency	No	$13,000.00	15,998

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	1.11	Increase Reading Proficiency	Yes	$5,000.00	3,243
1	1.12	Access to a Broad Course of Study for Low-Income Students	No	$7,000.00	12,677
2	2.1	Maintain a Safe School Environment	Yes	$3,000.00	1,324
2	2.2	Maintain School Facilities	No	$118,000.00	138,589
2	2.3	Host Annual School Events	No	$1,000.00	325
2	2.4	Provide Home-School Student Transportation As Needed	No	$250.00	0
2	2.5	Increase Student Attendance Rate	Yes	$1,000.00	240
2	2.6	Provide Behavioral Health Intervention and Support Services	No	$10,000.00	9,822
2	2.7	Maintain Suspension Rate	No	$0.00	0
2	2.8	Expand Support Services for Homeless and Foster Youth	No	$18,033.00	18,434
2	2.9	Positive Student Recognition Program	No	$1,000.00	998
2	2.10	Climate Survey Responses	No	$0.00	0
2	2.11	External Learning Opportunities for Students	Yes	$10,000.00	13,028

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	**3.1**	Promote School Communication	No	$0.00	0
3	**3.2**	Promote Participation of Families of English Learners	Yes	$2,402.00	3,048
3	**3.3**	Increase Parent/Guardian Involvement and Attendance in School Functions	No	$1,000.00	230
3	**3.4**	Develop Greater Community Outreach Opportunities	Yes	$17,000.00	30,500

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$212,095	$253,380.00	$263,764.00	($10,384.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Instructional Staff Professional Development Program	Yes	$2,500.00	1,066		
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	$6,000.00	6,500		
1	1.7	Maintain Low Student to Teacher Ratio	Yes	$206,478.00	204,815		
1	1.11	Increase Reading Proficiency	Yes	$5,000.00	3,243		
2	2.1	Maintain a Safe School Environment	Yes	$3,000.00	1,324		
2	2.5	Increase Student Attendance Rate	Yes	$1,000.00	240		
2	2.11	External Learning Opportunities for Students	Yes	$10,000.00	13,028		
3	3.2	Promote Participation of Families of English Learners	Yes	$2,402.00	3,048		
3	3.4	Develop Greater Community Outreach Opportunities	Yes	$17,000.00	30,500		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$567,212	$212,095	0.00%	37.393%	$263,764.00	0.000%	46.502%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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