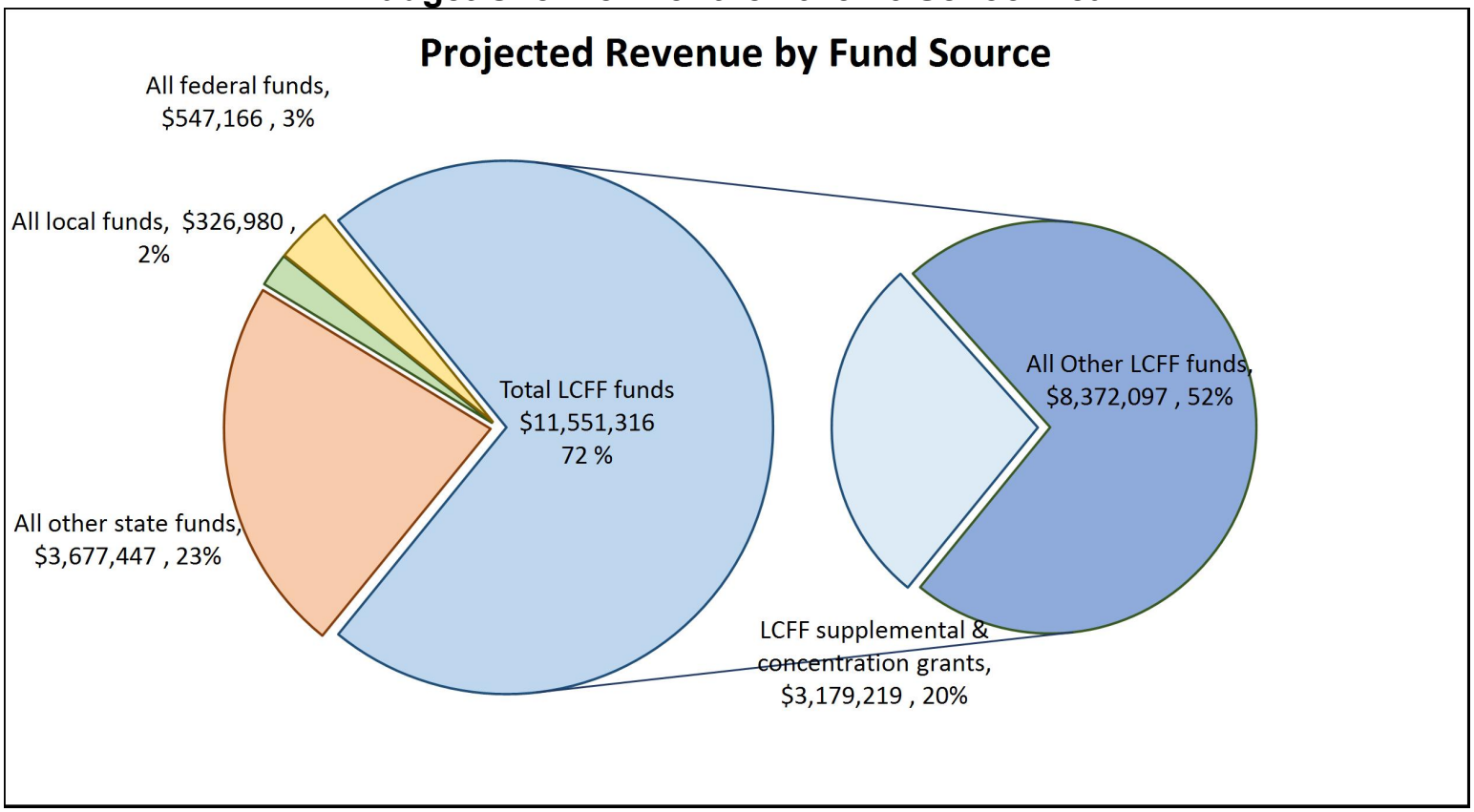
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1
CDS Code: 19-10199-6119945
School Year: 2025-26
LEA contact information:
Brad Plonka
Principal
bplonka@magnoliapublicschools.org
(818) 609-0507

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

Budget Overview for the 2025-26 School Year

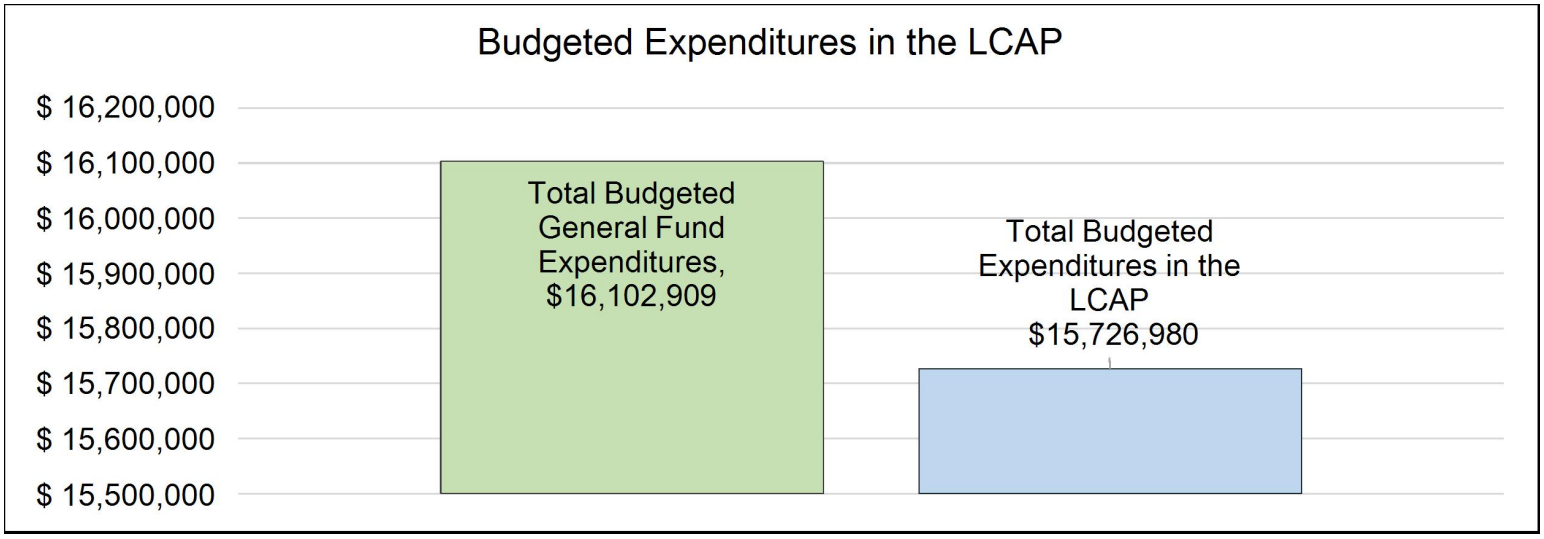


This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is $16,102,909, of which $11,551,316 is Local Control Funding Formula (LCFF), $3,677,447 is other state funds, $326,980 is local funds, and $547,166 is federal funds. Of the $11,551,316 in LCFF Funds, $$3,179,219 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend $16,102,909 for the 2025-26 school year. Of that amount, $15,726,980.17 is tied to actions/services in the LCAP and $375,928.8,300,000,001 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

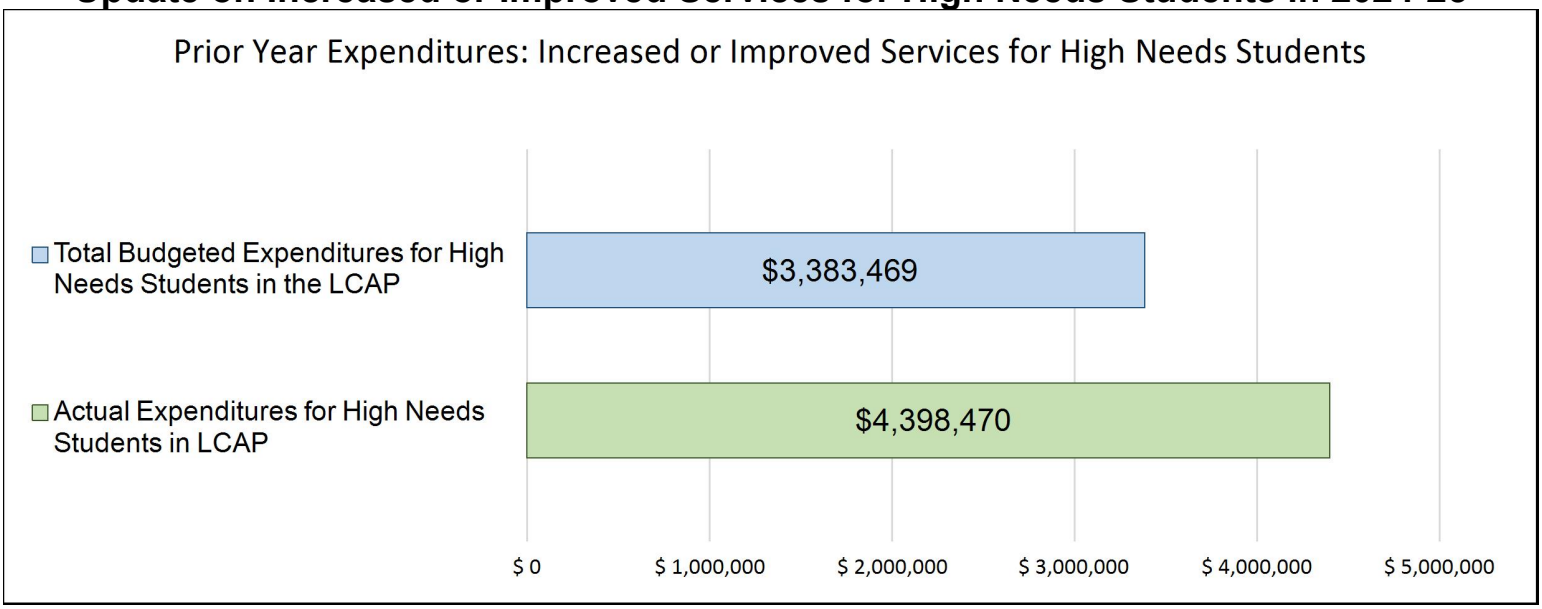
In addition to the expenditures outlined in the LCAP, Magnolia Science Academy 1 uses General Fund dollars to cover other essential operational costs that are not specifically tied to LCAP goals. These may include one or more of the following expenditures such as utilities, facilities maintenance, administrative services, technology infrastructure, insurance, and schoolwide operational support. These foundational investments are critical to ensuring the daily operations of the school and supporting a safe and functional learning environment but are not directly referenced in the LCAP's specific goals or actions.

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

In 2025-26, Magnolia Science Academy-1 is projecting it will receive $$3,179,219 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-1 plans to spend $3,356,444.10 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 2024-25



This chart compares what Magnolia Science Academy-1 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Magnolia Science Academy-1's LCAP budgeted $3,383,468.52 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent $$4,398,470.13 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Plan Summary [2025-26]

General Information

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

Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6–12 with a curriculum emphasizing science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 742 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrants, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 89% Hispanic/Latino, 4% White, 4% Asian, 2% African American, 84% Socioeconomically Disadvantaged, 15% Special Education, and 24% English Learner population.

MSA-1 strives to graduate students from historically underserved neighborhoods as scientific thinkers who contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in relevant and inspiring ways for our students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction at MSA-1.

Magnolia Science Academy 1
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-609-0507
Email: bplonka@magnoliapublicschools.org

Our History
Magnolia Science Academy – 1 (MSA-1) opened its doors to serve the community of Reseda in the Fall of 2002 for grades 6th through 12th grade. The school provides an academically rigorous standards-based curriculum.

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

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

Beyond our mission and vision, MPS has long identified Excellence, Innovation, and Connection as our anchor core values, which permeate all school activities.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

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

SUCCESSES

SBAC English Language Arts (ELA) & Math Achievement: Our students demonstrated strong academic growth, with a 9.7-point increase in ELA and an 8.8-point gain in Math on the SBAC assessments. These improvements reflect the successful implementation of our Common Core-aligned curriculum that actively engage students in the learning process.

Suspension Rate: Our suspension rate declined by 0.9% and was able to lower than the state average of 3.5%.

College/Career Indicator (CCI): We are especially proud of our CCI score, which reached 80.5%, significantly higher than the state average of 45.3%. This reflects our school's strong focus on postsecondary readiness.

Graduation Rate: Our graduation rate saw an increase of 2.5%, it remains strong at 97.4%, which is above the state average. This is a testament to the commitment of our college counselors and teachers who support students in meeting graduation goals.

Chronic Absenteeism: We reduced chronic absenteeism by 0.6%, thanks to intentional outreach efforts and our school-wide emphasis on the importance of daily attendance and family engagement.

CHALLENGES
SBAC Performance Gaps: Two student groups—English Learners (ELs) and Long-Term English Learners—either maintained or decline in ELA scores.

Instructional Adjustments: In response to teacher shortage, we have several ELA teachers in different grade levels.

English Learner Progress: Our English learners declined 32.1%.

Learning Recovery Emergency Block Grant (LREBG)

Magnolia Science Academy 1 currently has $700,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. In alignment with Education Code Section 32526(c)(2), the school plans to utilize these funds within the next three years, with a primary focus on personnel costs to support allowable uses of the grant. Specifically, the school intends to invest in staffing to reduce staff-to-pupil ratios, expand evidence-based learning supports such as small-group or one-on-one tutoring, and enhance instructional time through intersessional programs. These planned actions are designed to address pupil learning needs, accelerate academic recovery, and support equitable access to instructional services.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Our information and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for the LCAP. Along with ELAC, these committees ensure representation for students in need, including those who are low-income, English learners, and foster youth. Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. Additionally, the Charter School conducts surveys for parents, and staff members make home visits. These efforts help inform, educate, and gather input and feedback from all critical educational partners.
Students	Student representatives are integral to our Parent Advisory Council (PAC), ensuring student voices are included in discussions and decision-making processes. In addition to their involvement in the PAC, we have a dedicated student government where cabinet members meet weekly with school leadership to address various school-related matters, including the Local Control and Accountability Plan (LCAP). Furthermore, to gather comprehensive feedback, the Charter School conducts surveys involving the students.
Teachers	The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from teachers. Additionally, the school forms committees and utilizes grade-level and department meetings to address LCAP-

Educational Partner(s)	Process for Engagement
	related topics. The Charter School also conducts surveys to gather input from teachers.
School administrators	The administrative team meets several times a week, in addition to participating in meetings with parents, students, and staff to discuss the LCAP process. They are actively involved in collecting, interpreting, and finalizing the LCAP, ensuring comprehensive input from all community partners.
Other school personnel	The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from staff. Additionally, the school forms committees meetings to address LCAP-related topics. The Charter School also conducts surveys to gather input from staff.
SELPA	The Charter School involves the SELPA in the LCAP process, especially during the CCEIS phase. Additionally, the SELPA provides valuable consultation on matters pertaining to our SPED community.

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

The adopted LCAP for Magnolia Science Academy-1 was shaped by comprehensive feedback from educational partners, resulting in several targeted initiatives. These include bolstering support for Social-Emotional Learning (SEL) to aid students still grappling with the lingering effects of the pandemic. To enhance campus safety and supervision, the plan includes hiring additional campus aides. The school also aims to engage families and community members more effectively by offering a variety of workshops. Additionally, Magnolia Science Academy-1 will introduce more resources to the school, such as mobile clinics, to address students' health and wellness needs. Lastly, the plan focuses on improving communication strategies to ensure all community partners are aligned with the school's charter petition, fostering a cohesive and supportive educational environment.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 74.1%	2022-23: 71.4%		2024-25: > 85%	
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25): 		2026-27: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%			
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2026-27: 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 84%		2026-27: (Fall 2025 to Fall 2026) >= 80%	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.1%	2024-25: (As of 5/31/25) 94.5%		2026-27: >= 95.0%	

Goal Analysis [2024-25]

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

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

The overall implementation of Goal 1 during the 2024–25 school year was largely successful, with most planned metrics executed as intended and resulting in measurable progress toward maintaining a high-quality learning environment. However, one area—proper teacher assignment—presented a notable challenge that marked a substantive difference between the plan and its implementation.

Planned Metrics Implemented Successfully
Several planned metrics were implemented with high fidelity:

Instructional Materials (Metric 1.2): All students had access to their standards-aligned instructional materials for use at school and home, resulting in a 0% deficiency rate, which fully met the expected target and regulatory compliance.

Facilities Maintenance (Metric 1.3): The school reported 0 instances where facilities failed to meet the “good repair” standard, indicating that facilities management practices were well-executed and aligned with planned preventative maintenance and inspection schedules.

Teacher Retention (Metric 1.4): The teacher retention rate was 84%, exceeding the goal of 80%, reflecting the positive impact of staff support strategies and professional growth opportunities.

Teacher Attendance (Metric 1.5): Teachers maintained a strong attendance rate of 94.5%, effectively meeting the 95% target and supporting instructional continuity.

These successes demonstrate the school’s strong operational systems and consistent focus on creating a safe and well-resourced instructional setting.

Substantive Difference in Implementation – Assignment Monitoring
A notable challenge arose in Metric 1.1, where only 71.4% of teaching assignments were evaluated as “Clear” in assignment monitoring, falling short of the 85% goal. This reflects a substantive gap between planned expectations and actual implementation. While efforts were made to staff classrooms with appropriately credentialed teachers, challenges such as late hiring, credential processing delays, or misassignments may have contributed to this shortfall.

Addressing this issue will require improved credential tracking systems, earlier hiring timelines, and expanded onboarding supports to ensure that all teaching staff meet state requirements for assignment clarity.

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

Goal 1 Metric 1
Budgeted: $48,000.00
Actual: $48,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Metric 2
Budgeted: $758,925.52
Actual: $775,902.57
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Metric 3

Budgeted: $2,925,084.51
Actual: $3,017,324.94
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Metric 4
Budgeted: $30,222.00
Actual: $35,222.00
Explanation: The material difference was due to the number of teachers continuing education practices.

Goal 1 Metric 5
Budgeted: $1,346,210.00
Actual: $1,278,277.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

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

Overall, the implementation of Goal 1 metrics during the 2024–25 school year was largely effective, with four out of five metrics meeting or exceeding their respective targets. However, one area—teacher assignment monitoring—did not achieve the expected outcome and presents a key area for further attention.

Ineffective or Partially Effective Metric
Metric 1.1 – Appropriately Assigned Teachers
Only 71.4% of teaching assignments received an assignment monitoring outcome of “Clear”, falling short of the 85% goal. This indicates a gap in proper teacher credentialing or assignment alignment and highlights the need for improved HR systems, credential audits, and ongoing teacher placement oversight. This outcome suggests that more robust credential tracking and early intervention strategies are needed to ensure that all teachers are appropriately assigned.

Effective Metrics
Metric 1.2 – Access to Instructional Materials
0% of students lacked access to standards-aligned instructional materials for both school and home use, fully meeting the goal. This reflects a well-maintained materials adoption and distribution system that ensures curricular equity and compliance.

Metric 1.3 – Facilities in Good Repair

There were 0 identified instances where school facilities failed to meet the “good repair” standard, meeting the goal exactly. This indicates strong performance by facilities management teams and consistent compliance with state facility standards.

Metric 1.4 – Teacher Retention
The teacher retention rate reached 84%, exceeding the target of 80%, showing progress in retaining staff year-over-year. This suggests that existing teacher support and engagement efforts are producing positive outcomes in maintaining workforce stability.

Metric 1.5 – Teacher Attendance
The teacher attendance rate was 94.5%, nearly meeting the 95% goal and reflecting reliable staff presence and commitment. While slightly below the numeric goal, this outcome is considered effective due to its minimal variance and strong daily instructional continuity.

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

Following a review of 2024–25 Year 1 outcomes and implementation practices, several strategic adjustments have been made to improve the effectiveness of Goal 1 in ensuring all students have access to high-quality learning environments.

Changes to Metrics and Implementation Supports
Improved Monitoring of Teacher Assignments (Metric 1.1)
The outcome for teacher assignment monitoring—71.4% “Clear” assignments compared to the 85% goal—revealed a need for stronger systems to ensure appropriately assigned and credentialed staff. In response:

The school will adopt an earlier internal audit cycle for credential alignment before the start of each semester, coaching and training will be offered to school leaders on assignment compliance and misassignment prevention, and while the goal of 85% remains in place for continuity, the supports and expectations around implementation have been strengthened.

Metrics and Monitoring Enhancements
All metrics will remain consistent to ensure year-over-year comparability. Mid-year progress reviews will be continued to help identify and address issues in real-time—especially for facilities maintenance and teacher assignment metrics.

Sustained and Expanded Effective Practices
Since the school achieved 100% access to instructional materials (Metric 1.2) and 0 instances of facilities not meeting “good repair” standards (Metric 1.3), no changes to these metrics or goals are necessary. These metrics will be sustained through:

Continued investment in up-to-date curriculum materials and routine quarterly facilities inspections and repair logging.

Teacher Retention (84%) and Attendance (94.5%) met or exceeded targets and will continue to be monitored using the same benchmarks. However, based on stakeholder feedback and retention trends, the school will expand:

Continued teacher induction supports, mentoring/coaching structures, and leadership development pipelines to retain high-quality staff

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher assignments and credentials	Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	$50,509.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional materials and technology	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment. The following expenditures will be funded by federal Title funds: -NonCapEquip: Resource: Title IV, Part A; Amount: $2,891	$749,554.12	No
1.3	Clean and safe facilities that support learning	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items.	$3,191,642.17	No

Action #	Title	Description	Total Funds	Contributing
		Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: N/A		
1.4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: N/A	$60,561.00	Yes
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services	$1,284,225.00	No

Action #	Title	Description	Total Funds	Contributing
		at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses. The following expenditures will be funded by federal Title funds: 5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - $27,859		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%	2024-25: (As of 5/29/25) 40%		2026-27: >= 85%	
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%	2024-25: (First semester) 60%		2026-27: (First semester) >= 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Students with Disabilities: 11.11% -Asian: 50.00% -Hispanic: 31.26%	2023-24: -All Students: 38.34% -English Learners: 0.97% -Socioeconomically Disadvantaged: 37.47%		2025-26: -All Students: >= 40.00% -English Learners: >=5.00% -Socioeconomically Disadvantaged: >= 39.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 45.45%	-Students with Disabilities: 14.52% -Asian: 72.22% -Hispanic: 34.69% -White: 50.50%		-Students with Disabilities: >= 15.00% -Asian: >= 50.00% -Hispanic: >= 39.00% -White: >= 50.00%	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 107.2 points below standard -Socioeconomically Disadvantaged: 45.7 points below standard -Students with Disabilities: 114.1 points below standard -Asian: 4.5 points below standard -Hispanic: 46.7 points below standard -White: 2.8 points above standard	2023-24: (2024 Dashboard) -All Students: 31.4 points below standard -English Learners: 106.8 points below standard -Socioeconomically Disadvantaged: 34.8 points below standard -Students with Disabilities: 109.3 points below standard -Hispanic: 41.4 points below standard -White: 2.3 points above standard		2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 92.0 points below standard -Socioeconomically Disadvantaged: 36.0 points below standard -Students with Disabilities: 99.0 points below standard -Hispanic: 36.0 points below standard -White: 6.0 points above standard	
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment	2023-24: (Fall to Spring) -All Students: 57.9% -English Learners: 50.4%	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 51.7%		2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from fall to spring (Source: NWEA MAP)	-Socioeconomically Disadvantaged: 57.3% -Students with Disabilities: 58.1% -Hispanic: 57.3% -White: *	-Socioeconomically Disadvantaged: 51.7% -Students with Disabilities: 57.1% -Hispanic: 51.5% -White: 76.0%		-Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%	
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.13 (CGP: 87th percentile) • English Learners: CGI: 1.25 (CGP: 89th percentile) • Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile) • Students with Disabilities: CGI: 1.81 (CGP: 96th percentile) • Hispanic: CGI: 1.12 (CGP: 87th percentile) • White: *	2024-25: (Fall to Spring) • All Students: CGI: 0.89 (CGP: 81st percentile) • English Learners: CGI: 1.96 (CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 0.83 (CGP: 80th percentile) • Students with		2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disabilities: CGI: 2.68 (CGP: 100th percentile) • Hispanic: CGI: 0.72 (CGP: 76th percentile) • White: CGI: 0.85 (CGP: 80th percentile)			
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 23.53% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.96% -Students with Disabilities: 3.64% -Asian: 38.46% -Hispanic: 22.28% -White: 28.57%	2023-24: -All Students: 24.73% -English Learners: 5.18% -Socioeconomically Disadvantaged: 23.34% -Students with Disabilities: 4.76% -Asian: 55.56% -Hispanic: 20.29% -White: 52.63%		2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 10.00% -Asian: >= 40.00% -Hispanic: >= 27.00% -White: >= 30.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 82.7 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 89.0 points below standard -Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard -White: 37.2 points below standard	2023-24: (2024 Dashboard) -All Students: 73.9 points below standard -English Learners: 122.8 points below standard -Socioeconomically Disadvantaged: 78.0 points below standard -Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard		2025-26: (2026 Dashboard) -All Students: 73.0 points below standard -English Learners: 125.0 points below standard -Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 144.0 points below standard -Hispanic: 79.0 points below standard -White: 28.0 points below standard	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.1% -English Learners: 62.1% -Socioeconomically Disadvantaged: 60.1% -Students with Disabilities: 53.5% -Hispanic: 59.4% -White: *	2024-25: (Fall to Spring) -All Students: 60.2% -English Learners: 58.7% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 55.1% -Hispanic: 59.2% -White: 64.0%		2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					-White: >= 50%	
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.56 (CGP: 94th percentile) • English Learners: CGI: 2.75 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) • Students with Disabilities: CGI: 1.61 (CGP: 95th percentile) • Hispanic: CGI: 1.49 (CGP: 93rd percentile) • White: *	2024-25: (Fall to Spring) • All Students: CGI: 2.09 (CGP: 98th percentile) • English Learners: CGI: 2.55 (CGP: 99th percentile) • Socioeconomically Disadvantaged: CGI: 2.05 (CGP: 98th percentile) • Students with Disabilities: CGI: 3.71 (CGP: 100th percentile)		2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Hispanic: CGI: 2.11 (CGP: 98th percentile) • White: CGI: 1.83 (CGP: 97th percentile)			
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 55.4%	2023-24: (2024 Dashboard) 23.3%		2025-26: (2026 Dashboard) >= 50.0%	
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%	2023-24: (Internal) 7.7%		2025-26: (CDE DataQuest) >= 10.0%	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00%	2023-24: -All Students: 21.84% -English Learners: 0.00% -Socioeconomically		2025-26: -All Students: >= 20.00% -English Learners: >= 5.00% -Socioeconomically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: 5.22%	Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00%		Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -Hispanic: >= 20.00% -White: *	

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, MSA-1 made significant progress toward implementing the planned actions under Goal 2, which focuses on ensuring access to high-quality instruction and academic growth for all students. Overall, the planned actions were implemented largely as intended, though some challenges emerged in execution fidelity, particularly in instructional monitoring and academic support structures.

Successful Implementation Areas
The majority of actions were implemented effectively, with outcomes either meeting or exceeding the stated goals. Notably:

State Standards Implementation (Metric 2.1) reached 100%, confirming that all instructional content was aligned with California Content Standards as planned.

Assessment outcomes—including CAASPP ELA (38.34%), Math (24.73%), and Science (21.84%)—surpassed their respective proficiency goals, reflecting well-aligned curriculum and targeted instruction.

Student growth measures were a particular strength:

MAP Reading Growth (53.1%) and MAP Math Growth (60.2%) exceeded the 50% benchmark.

Conditional Growth Index scores of 0.89 (ELA) and 2.09 (Math) indicated high relative growth, affirming the effectiveness of intervention strategies and instructional time.

CA Dashboard indicators showed improvement with scores closer to or better than target ranges in both ELA and Math.

These successes highlight strong academic systems in curriculum delivery, use of data to inform instruction, and strategic supports for student achievement.

Implementation Challenges and Substantive Differences
Despite these gains, there were some substantive differences between planned metrics and actual implementation:

Observation Completion by School Administration (Metric 2.2) was significantly below target, with only 40% of teachers receiving the full suite of observations (one formal and four informal), compared to the goal of 85%. This discrepancy indicates a systemic challenge in leadership capacity or scheduling, which affected teacher feedback loops and instructional coaching fidelity.

Course Grades (Metric 2.3) revealed that only 60% of students earned a grade of “C” or better in core and elective classes, falling short of the 80% goal. This suggests a need for increased academic supports, such as tutoring, scaffolding, or intervention programs, to ensure all students can access grade-level material.

English Learner Progress (Metric 2.12) was also a key challenge area. Just 23.3% of English Learners advanced at least one ELPI level or maintained Level 4, far from the target of 50%. This result calls for a deeper evaluation of the current ELD curriculum and instructional approaches to better meet the language development needs of EL students.

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

Goal 2 Metric 1
Budgeted: $2,846,360.63
Actual: $2,941,413.78
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Metric 2
Budgeted: $82,522.50
Actual: $84,022.50
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Metric 3
Budgeted: $1,387,256.55
Actual: $1,358,590.15
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Metric 4
Budgeted: $89,739.00
Actual: $89,739.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Metric 5
Budgeted: $1,747,684.22
Actual: $1,656,478.04
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

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

Overall, the implementation of Goal 2 metrics showed a mixed level of effectiveness, with several indicators meeting or exceeding targets, while others fell short, highlighting key areas for continued improvement and targeted support.

Effective Metric
Metric 2.1 – Implementation of State Standards
Achieved 100% implementation across all classrooms, fully meeting the target. This reflects a strong foundation in standards-based instruction schoolwide.

Metric 2.4 – CAASPP-ELA Proficiency
38.34% of students met or exceeded standards, surpassing the goal of 36%, indicating progress in literacy achievement.

Metric 2.5 – CA Dashboard ELA Performance
Students scored 31.4 points below standard, outperforming the goal of 38.0 points below, reflecting targeted instructional impact in English Language Arts.

Metric 2.6 – MAP Reading Growth
53.1% of students met or exceeded growth targets, exceeding the 50% goal, demonstrating strong reading development across grade levels.

Metric 2.7 – MAP Reading CGI
Students achieved a CGI of 0.89, meeting expectations for conditional growth and signaling positive momentum.

Metric 2.8 – CAASPP-Math Proficiency
24.73% of students met or exceeded standards, slightly surpassing the goal of 24.5%, showing effective math instructional support.

Metric 2.9 – CA Dashboard Math Performance
Students scored 73.9 points below standard, improving on the goal of 79.7 points below standard, indicating incremental gains in math performance.

Metric 2.10 – MAP Math Growth
60.2% of students met or exceeded growth targets, significantly exceeding the 50% benchmark.

Metric 2.11 – MAP Math CGI
A Conditional Growth Index (CGI) of 2.09 was achieved, far above the expected growth threshold, showing high math gains.

Metric 2.14 – CAASPP-Science Proficiency
21.84% of students met or exceeded standards, more than doubling the goal of 10%, reflecting highly effective science instruction.

Ineffective or Partially Effective Metrics
Metric 2.2 – Observation Completion
Only 40% of required observations (one formal, four informal per teacher) were completed by school administration, falling significantly short of the 85% target. This indicates a need for stronger systems to monitor and support teacher performance consistently.

Metric 2.3 – Course Grades (C or Better)
60% of students earned a grade of “C” or better in core and elective classes, underperforming relative to the 80% target. This points to a need for more differentiated instruction and academic supports, especially for struggling learners.

Metric 2.12 – English Learner Progress (ELPI)
Only 23.3% of EL students advanced at least one ELPI level or maintained Level 4, far below the 50% goal. This suggests that current English Language Development interventions require reassessment and more targeted strategies.

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

As a result of reflective analysis of the 2024–25 implementation outcomes, several targeted changes have been made to Goal 2: Excellence – Academic Progress to better address areas of underperformance and build on demonstrated successes.

Refinements to Metrics
Instructional Monitoring (Metric 2.2)
Due to the low completion rate of only 40% for the planned observation cycle (1 formal and 4 informal observations), additional administrative support and time allocation have been prioritized for 2025–26. This includes clearer observation calendars, administrator coaching, and potentially leveraging peer observation protocols to increase fidelity and coverage. The expectation remains at 85% completion, but with stronger implementation supports.

Student Achievement Monitoring (Metric 2.3)
Since only 60% of students earned a grade of “C” or better (compared to the 80% target), interventions are being strengthened. This includes:

Embedding tiered academic supports during and after the school day, increasing formative assessment use for earlier identification of students in need of support, and professional development in differentiated instruction and grading equity.

English Learner Progress (Metric 2.12)
The ELPI outcome of 23.3% fell significantly below the 50% target. In response, 2025–26 Metric will include:

A revised ELD curriculum with enhanced language development scaffolds, targeted PD for teachers on Designated and Integrated ELD strategies, and more consistent monitoring of EL progress with mid-year checks and push-in services.

Metrics Maintained or Expanded
Metrics that exceeded targets—such as CAASPP proficiency in ELA, Math, and Science; MAP growth rates; and standards implementation—will be sustained with enhancements, including more inclusive access to enrichment and challenge opportunities (e.g., honors pathways, academic clubs).

Additional student voice and equity feedback mechanisms will be incorporated to support data interpretation and inform mid-year pivots.

Summary
Reflections on the 2024–25 school year prompted strategic changes aimed at improving instructional quality, academic support, and EL progress. These changes are designed not only to address performance gaps but also to reinforce and extend successful practices, ensuring a more responsive and effective implementation of Goal 2 in 2025–26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student	$3,216,090.58	No

Action #	Title	Description	Total Funds	Contributing
		groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A		
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds:	$186,244.31	Yes

Action #	Title	Description	Total Funds	Contributing
		-Certified Pupil Support Salaries: Title I, Part A ESEA; Amount: $115,055.81 -Professional development expenses: Resource: Title II; Amount: $34,000		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $80,728.38 -Unemployment Insurance: Resource: Title I, Part A; Amount: $8501.52 -Health & Welfare Benefits: Resource: Title I, Part A; Amount: $18,718.15 -OASDI/Medicare: Resource: Title I, Part A; Amount: $1,454.41 -STRS: Resource: Title I, Part A; Amount: $19,158.06 -Teacher Salaries: Resource: Title I, Part A; Amount: $100,304 -Educational Software: Resource: Title IV: Amount $3,180 LREBG ACTION:	$1,321,864.95	Yes

Action #	Title	Description	Total Funds	Contributing
		The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title III - LEP; Amount: $89,739	$186,068.41	Yes

Action #	Title	Description	Total Funds	Contributing
		-2400 Clerical & Tech: Resource: 4201 Title III - Imm. Ed. Amount: 69,264.67 -3100 STRS: Resource: 4201 Title III - Imm. Ed. Amount: 13,234.01 -3300 OASDI/Medicare: Resource: 4201 Title III - Imm. Ed. Amount: 1,004.68 -3400 Health & Welfare Benefits: Resource: 4201 Title III - Imm. Ed. Amount: 12,479.62 -3500 Unemployment Insurance: Resource: 4201 Title III - Imm. Ed. Amount: 346.44		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	$1,916,607.09	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title IV, Part A ESEA; Amount: $8,000 -5869 SpEd Ctrct Inst: 3310 IDEA SPED ; Amount: $107,710.00		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9.0%	2024-25: (As of 6/5/25) 9.0%		2026-27: >= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%		2026-27: >= 90%	
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%		2026-27: >= 80%	
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%	2024-25: (As of 5/23/25) 61.2%		2025-26: (2026 Dashboard) >= 55.0%	
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%	2024-25: (As of 1/24/25) 49.17%		2025-26: >= 55.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 24.66%	2024-25: (As of 5/23/25) 63.75%		2025-26: >= 35.00%	
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 75.3%	2023-24: 73.1%		2025-26: >= 55.0%	
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 60.0%	2023-24: 66.7%		2025-26: >= 55.0%	
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 19.5%	2023-24: (2024 Dashboard) 31.2%		2025-26: (2026 Dashboard) >= 35.0%	
3.10	Percentage of cohort graduates who have successfully completed	2022-23: (2023 Dashboard) 89.7%	2024-25: (As of 5/23/25) 92.9%		2025-26: (2026 Dashboard) >= 90.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)					
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 6/5/25) 0.00%		2025-26: (2026 Dashboard) >= 10.0%	
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 6/5/25 0.00%		2025-26: (2026 Dashboard) >= 10.0%	
3.13	Percentage of cohort graduates who have earned a Seal of	2022-23 (CDE DataQuest): 26.0%	2024-25: (As of 5/23/25) 30.6%		2025-26: (CDE DataQuest) >= 20.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy (Source: CDE DataQuest, CALPADS)					
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%	2024-25: (As of 5/23/25) 34.7%		2025-26: (CDE DataQuest) >= 30.0%	
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%	2024-25: (As of 5/23/25) 50.0%		2026-27: >= 50.0%	
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 88.0%	2024-25: (As of 5/23/25) 97%		2026-27: >= 90%	
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%	2024-25: (As of 5/23/25) 73%		2026-27: >= 60%	
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%	Class of 2022: 54.3%		Class of 2024: >= 60%	

Goal Analysis [2024-25]

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

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

The implementation of Goal 3 during the 2024–25 school year was largely successful, with the vast majority of actions executed as planned and resulting in strong student outcomes. The school met or exceeded performance targets for most indicators related to college readiness, advanced coursework, and STEAM engagement. However, several substantive differences between planned and actual implementation

emerged, particularly in areas involving dual enrollment access, ELA college readiness, and integration of career technical education (CTE) pathways.

Implementation Successes
Many of the school's planned actions for Goal 3 were implemented effectively and led to measurable success:

Technology and STEAM Access (Metrics 3.2 & 3.3):
All graduating students engaged in technology-infused learning and demonstrated STEAM-related projects, affirming full implementation of innovation-focused learning strategies.

College and Career Indicator (Metric 3.4):
The school surpassed its CCI preparedness target (61.2% vs. 55% goal), reflecting successful alignment with state-defined readiness metrics.

Math Readiness and Achievement (Metrics 3.6, 3.7, 3.8):
The school exceeded targets in CAASPP-Math EAP performance, AP exam performance, and AP pass rates among seniors, suggesting that math instruction and exam preparation programs were executed with fidelity and had a positive impact on student outcomes.

Postsecondary Preparedness (Metrics 3.10, 3.13–3.17):
High rates of A-G course completion (92.9%), Seal of Biliteracy (30.6%), Golden State Seal (34.7%), Honors/Advanced Diplomas (50%), and college acceptance (97% overall; 73% to 4-year institutions) reflect deep integration of college readiness supports across multiple grade levels.

These successes indicate that core instructional, advising, and assessment preparation practices were implemented consistently and with high impact.

Challenges and Implementation Gaps
Several actions did not reach their expected outcomes, revealing gaps between planning and execution:

Advanced Math Enrollment (Metric 3.1):
Only 9% of students participated in accelerated or advanced math coursework or clubs, just below the 10% goal. This signals an issue with either the availability of options, scheduling conflicts, or lack of awareness among students and families.

ELA Readiness on CAASPP (Metric 3.5):
Only 49.17% of students demonstrated college readiness in ELA, short of the 55% target. This suggests a need for stronger literacy support in Grades 10–11 and more targeted interventions for struggling students.

Dual Enrollment Completion (Metric 3.9):
Only 31.2% of students completed two semesters of college coursework with a grade of C– or better, versus a goal of 35%. This gap may be due to enrollment capacity, course availability, or students' readiness for college-level rigor.

CTE + A-G Integration (Metric 3.12):
A significant implementation gap occurred here, with 0% of students completing both CTE and A-G sequences—well below the 10% target. This reflects a lack of alignment between academic and CTE tracks, possibly due to scheduling constraints or underdeveloped pathway options.

College-Going Rate (Metric 3.18):
While 97% of graduates were accepted to college, only 54.3% enrolled—falling short of the 60% goal. This suggests that financial aid navigation, transition supports, or post-graduation follow-up may need strengthening to ensure students follow through on their college plans.

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

Goal 3 Metric 1
Budgeted: $377,292.97
Actual: $434,293.10
Explanation: The actual expenditures exceeded the budgeted amount due to higher-than-anticipated participation in college and career readiness activities. Additional funding was allocated to support:

Expanded college field trips, increased access to AP exam preparation and fee assistance, and college and career fairs.
These expansions were in response to elevated student interest and the school's effort to exceed College/Career Indicator (CCI) goals, resulting in a purposeful over-investment to enhance student preparedness.

Goal 3 Metric 2
Budgeted: $3,000.00
Actual: $3,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Metric 3
Budgeted: $241,050.18
Actual: $188,071.91
Explanation: This under-expenditure resulted from cost efficiencies in delivering digital literacy and citizenship instruction. Specific factors included:

Fewer licenses needed for digital citizenship platforms due to multi-year subscriptions, leveraging free or low-cost digital literacy resources from state and nonprofit partners, and consolidation of technology instruction within existing classes rather than stand-alone courses.

Goal 3 Metric 4
Budgeted: $486,710.55
Actual: $447,337.26
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Metric 5
Budgeted: $886,058.55
Actual: $782,393.30
Explanation: The variance is primarily attributed to unfilled enrichment staffing positions and conservative program scaling in the arts, music, and electives. Some after-school and extracurricular programs were staffed by existing faculty or provided by our after-school program.

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

Implementation of Goal 3 during the 2024–25 school year demonstrated substantial effectiveness across most actions, with the majority of outcome targets met or exceeded. However, a few key metrics fell short, revealing specific areas for refinement in program access, college coursework completion, and career pathway alignment.

Effective Metrics (Met or Exceeded Goals)
3.2 – Computer/Technology Access:
Achieved 100%, exceeding the 90% target, confirming all graduating students engaged with computer/technology coursework or blended learning, supporting digital readiness.

3.3 – STEAM Projects:
Achieved 100%, far exceeding the minimum goal, demonstrating full integration of STEAM-focused project-based learning across the school.

3.4 – College/Career Indicator (CCI):
61.2% of students were CCI prepared, exceeding the 55% goal, reflecting strong outcomes in college and career readiness benchmarks.

3.6 – CAASPP-Math EAP Readiness:
63.75% of students met or exceeded standards, significantly surpassing the 35% goal, signaling a strong instructional impact in math.

3.7 & 3.8 – AP Performance:

73.1% of AP test takers scored 3+, exceeding the 55% goal.

66.7% of seniors passed at least one AP exam, also above the 55% target.

3.10 – UC/CSU Course Completion:
92.9% of graduates completed A-G requirements, exceeding the 90% goal, indicating strong alignment with postsecondary entry standards.

3.13 – Seal of Biliteracy:
30.6% earned the award, exceeding the 20% target, highlighting success in dual-language learning.

3.14 – Golden State Seal Merit Diploma:
Achieved by 34.7% of graduates, surpassing the 30% goal.

3.15 – Advanced/Honors Diploma:
50% of graduates earned this distinction, meeting the established goal.

3.16 & 3.17 – College Acceptance:

97% of graduates were accepted to a 2- or 4-year college (goal: 90%)

73% were accepted to a 4-year institution (goal: 60%), showing strong support for college admissions.

Ineffective or Partially Effective Metrics
3.1 – Accelerated Math Enrollment:
Only 9% of students were enrolled in advanced math opportunities, just below the 10% goal, indicating a need for greater promotion and scheduling access to these programs.

3.5 – CAASPP-ELA EAP Readiness:
49.17% of students met or exceeded standards, under the 55% goal, suggesting a need for further literacy support and preparation strategies for 11th-grade students.

3.9 – Dual Enrollment Completion:
31.2% of seniors completed two semesters of college coursework with a C– or better, short of the 35% goal, pointing to access or support barriers in dual enrollment.

3.12 – UC/CSU + CTE Completion:
0% of graduates completed both A-G and CTE sequences, far below the 10% target, indicating a significant misalignment between academic and career pathways. This will require a renewed focus on integrated scheduling, counselor advisement, and expanded CTE offerings.

3.18 – College-Going Rate:
At 54.3%, the rate did not meet the 60% target, revealing a gap between acceptance and actual matriculation, which may reflect financial, logistical, or engagement barriers post-graduation.

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

Following a review of implementation and outcome data for 2024–25, MSA-1 has made several strategic adjustments to Goal 3—focused on preparing students for postsecondary success through innovation, STEAM, and college/career readiness pathways. These changes are intended to address areas of underperformance while reinforcing the strong outcomes achieved across the majority of Goal 3 indicators.

Changes to Metrics and Implementation Supports
Advanced Math Access (Metric 3.1)
With only 9% of students participating in advanced math opportunities (just below the 10% goal), the school will:

Expand accelerated math offerings and math-related clubs, promote early identification of eligible students through Grade 6–8 placement reviews, and increase outreach to families and counselors to ensure students are aware of and supported in accessing these opportunities.

Dual Enrollment and College Credit Completion (Metric 3.9)
The 31.2% completion rate fell short of the 35% target, prompting the school to:

Increase on-campus dual enrollment offerings through strengthened partnerships with local colleges and student bell schedules, provide additional academic support and tutoring for students in dual credit courses, and align college course offerings more closely with CTE and A-G pathways to maximize impact and accessibility.

CTE and A-G Dual Completion (Metric 3.12)
The 0% completion rate revealed a major gap. To address this, the school will:

Restructure course schedules to allow for both A-G and CTE progression, invest in expanded CTE pathway offerings that align with UC/CSU requirements, and offer additional counselor training to guide students in selecting integrated academic and career-prep paths.

College-Going Rate (Metric 3.18)
While acceptance rates were high (97%), the actual college-going rate was only 54.3%. As a result:

The school will enhance postsecondary transition supports, financial aid and FAFSA completion campaigns will be expanded and begin earlier in the year, and personalized post-graduation planning meetings will be added for all seniors.

ELA College Readiness (Metric 3.5)

With 49.17% of students meeting or exceeding CAASPP ELA standards (goal: 55%), improvements will include:

Enhanced ELA intervention strategies in Grades 10 and 11, increased practice with SBAC-aligned writing and analysis prompts, and more targeted use of formative data to differentiate reading and writing instruction.

Metrics and Monitoring Adjustments
While most targets and metrics will remain the same to preserve longitudinal comparability, continued internal checkpoints, and data reviews will be implemented mid-year to catch and respond to performance issues sooner (particularly for Metrics 3.1, 3.9, and 3.18).

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College/Career readiness programs and activities	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software.. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $500	$399,687.17	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $7,965.00	$7,965.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics	$191,746.98	Yes

Action #	Title	Description	Total Funds	Contributing
		may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $3,000		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses. The following expenditures will be funded by federal Title funds:	$553,022.19	Yes

Action #	Title	Description	Total Funds	Contributing
		-PE Supplies: Resource: Title IV, Part A; Amount: $15,000		
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$831,303.33	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78	2024-25: (As of 6/5/25) 39		2026-27: >= 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%	2024-25: (As of 6/5/25) 6.7%		2026-27: >= 15.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%	2024-25 P-2 ADA: (Months 1-8) 92.39%		2026-27: (P-2 ADA) >= 92.00%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%	2023-24: (2024 Dashboard) 21.6% 2024-25: (As of 6/5/25) 24.1%		2025-26: (2026 Dashboard) <= 20.0%	
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 2.4%		2026-27: <= 2.0%	
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 6/5/25)		2025-26: (CDE DataQuest) <= 2.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1.0%			
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%	2023-24: (2024 Dashboard) 97.4% 2024-25: (As of 5/25/25) 100.0%		2025-26: (2026 Dashboard) >= 95.0%	
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.5%	2023-24: (2024 Dashboard) 2.5% 2024-25: (As of 5/28/25) 4.7%		2025-26: (2026 Dashboard) <= 2.5%	
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.13% 2024-25: (As of 5/28/25) 0.0%		2025-26: (CDE DataQuest) <= 0.50%	
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.3% Families: 91.0% Staff: 100.0%	2024-25: Students: 96.1% Families: 42.7% Staff: 88.0%		2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%	
4.13	School experience survey "average approval rates" based on	2023-24: Students: 55.0% Families: 92.0%	2024-25: Students: 54% Families: 91%		2026-27: Students: >= 65% Families: >= 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	Staff: 70.0%	Staff: 53%		Staff: >= 80%	
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 62% Families: 95% Staff: 77%	2024-25: Students: 65% Families: 89% Staff: 48%		2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%	
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%	2024-25: (Spring 2024 to Fall 2024) 86%		2026-27: (Spring 2026 to Fall 2026) >= 85%	

Goal Analysis [2024-25]

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

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

Implementation of Goal 4 during the 2024–25 school year demonstrated a blend of strong execution and key implementation challenges, particularly in the areas of stakeholder satisfaction, chronic absenteeism, and outreach to English Learner families. While many planned metrics were delivered as intended and yielded measurable success, some fell short of expectations due to structural or capacity-related barriers.

Successful Implementation Areas
Several metrics were carried out as planned and met or exceeded their performance targets:

Family Engagement and Participation Events:
The school hosted 39 parent engagement activities (far exceeding the goal of 10), and conducted 8 PAC meetings, fully meeting expectations for structured family involvement in school governance and events. These efforts reflect the school's strong organizational capacity to provide opportunities for families to connect with school life.

Student Outcomes and Safety:
The school achieved 100% graduation rate, maintained a 1% high school dropout rate, and kept expulsions at 0%, all of which suggest that academic and behavioral support systems were effectively implemented. Additionally, ADA was 92.39%, slightly above the goal, reflecting continued efforts to keep students engaged in day-to-day learning.

Student Retention:
The student retention rate was 86%, meeting the goal of 85% and demonstrating the effectiveness of staff support and retention strategies.

Implementation Gaps and Challenges
However, several substantive differences emerged between planned and actual implementation, particularly in the following areas:

ELAC Participation and EL Family Engagement:
Only 2 ELAC meetings were held, falling short of the goal of 4. This reflects a key gap in implementation likely due to scheduling challenges, limited outreach, or low attendance. The under-implementation of this metric hindered the intended impact on elevating English Learner family voice.

Teacher Home Visits:
Only 6.7% of students received a teacher home visit, well below the 15% target. This gap suggests capacity constraints and competing staff priorities, highlighting a need for more coordinated planning and incentives for teacher outreach.

Chronic Absenteeism and Discipline:

The chronic absenteeism rate remained high at 24.1% (goal: =20%) and the suspension rate was 4.7% (goal: =2.5%). These results signal persistent post-pandemic attendance issues and the need for more effective interventions and alternatives to exclusionary discipline practices, such as enhanced tiered attendance supports and expanded use of restorative justice.

Stakeholder Survey Participation and Satisfaction:
Participation rates were low among families (42.7%) and staff (88%), missing their targets, and satisfaction rates were notably below goals, especially among students (65%) and staff (48%). These trends point to a disconnect between school efforts and stakeholder experience, potentially linked to communication gaps, staff workload, or limited responsiveness to feedback.

Middle School Dropout Rate:
At 2.4%, the middle school dropout rate slightly exceeded the goal of 2%, suggesting the need for earlier academic and socio-emotional interventions during middle grades.

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

Goal 4 Metric 1
Budgeted: $275.00
Actual: $275.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 2
Budgeted: $372,165.75
Actual: $372,243.11
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 3
Budgeted: $561,990.91
Actual: $538,398.75
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 4
Budgeted: $3,500.00
Actual: $3,500.00

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Metric 5
Budgeted: $454,955.47
Actual: $469,837.16
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

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

The implementation of Goal 4 in the 2024–25 school year produced mixed results. While many metrics were effectively executed and targets met—particularly around event delivery, student attendance, and graduation outcomes—several critical metrics related to engagement, satisfaction, and school climate fell short. This highlights both areas of success and opportunities for growth.

Effective Metrics (Met or Exceeded Targets)
4.1 – Parent Advisory Committee (PAC):
Held 8 PAC meetings, fully meeting the annual engagement goal and supporting parent participation in school planning.

4.3 – Parent Engagement Activities:
With 39 events hosted, far exceeding the 10-event goal, the school successfully expanded opportunities for family involvement in school culture and programming.

4.5 – Average Daily Attendance (ADA):
ADA was 92.39%, surpassing the 92% threshold, showing strong student connection to daily learning.

4.8 – High School Dropout Rate:
Maintained at 1%, well under the 2% cap, reflecting effective academic support and credit recovery strategies.

4.9 – Graduation Rate:
Reached 100%, significantly exceeding the 95% goal, which is a strong indicator of school success and support systems.

4.11 – Expulsion Rate:
0% expulsions aligned with the school’s commitment to restorative practices and safe learning environments.

4.15 – Staff Retention:
Achieved 86% staff retention, exceeding the 85% goal, supporting continuity and institutional knowledge.

Ineffective or Partially Effective Metrics (Did Not Meet Goals)
4.2 – English Learner Advisory Committee (ELAC):
Only 2 meetings held, falling short of the minimum 4, indicating a need for improved scheduling, communication, and EL parent outreach.

4.4 – Home Visits by Teachers:
Only 6.7% of students were visited, less than half the 15% target, suggesting barriers in staff availability or prioritization of this metric.

4.6 – Chronic Absenteeism:
Rate was 24.1%, above the 20% goal, pointing to continued struggles with student attendance and likely post-pandemic recovery challenges.

4.7 – Middle School Dropout Rate:
Measured at 2.4%, exceeding the 2% ceiling, highlighting the need for early intervention and middle-grade re-engagement supports.

4.10 – Suspension Rate:
Suspension rate stood at 4.7%, significantly higher than the 2.5% goal, indicating a need for expanded restorative justice training and alternative discipline strategies.

4.12 – Stakeholder Survey Participation:

Families: 42.7% participation (goal: 75%)

Staff: 88% (goal: 95%)

Students: 96.1% (goal met)
Family and staff participation remained low despite outreach efforts, suggesting the need for more accessible and incentivized engagement methods.

4.13 – Stakeholder Approval Ratings:

Students: 54% (goal: 65%)

Families: 91% (goal: 95%)

Staff: 53% (goal: 80%)
These results reflect declining sentiment among students and staff, potentially due to concerns with discipline practices, workload, or communication gaps.

4.14 – Satisfaction Rates:

Students: 65% (goal: 75%)

Families: 89% (goal: 95%)

Staff: 48% (goal: 85%)
Satisfaction results suggest a disconnect between school efforts and how stakeholders are experiencing the culture and climate on campus—particularly among staff.

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

Following a review of Year 1 outcomes for Goal 4—focused on strengthening school climate, student engagement, and stakeholder participation—several strategic adjustments have been made for the 2025–26 school year. These changes respond to implementation gaps, unmet participation and satisfaction targets, and emerging priorities related to chronic absenteeism and school connectedness.

Changes to Actions and Supports
Increase ELAC Meeting Frequency and Family Outreach (Metric 4.2)
With only 2 ELAC meetings conducted (goal: 4), the school will implement a monthly standing ELAC schedule and improve communication through multilingual outreach, parent liaisons, and childcare availability. This aims to better engage English Learner families and amplify their voice in school planning.

Revise and Incentivize Teacher Home Visit Program (Metric 4.4)
The 6.7% home visit rate (goal: 15%) revealed low staff participation, prompting changes to include:

Streamlined tracking tools, flexible home visit formats (virtual or in-person) and times, and protected planning time for visits.

Strengthen Chronic Absenteeism Interventions (Metric 4.6)
With a 24.1% rate, well above the 20% goal, the school will:

Establish site-based attendance teams for weekly monitoring, continue to expand tiered re-engagement strategies, including attendance contracts, parent conferencing, and wellness checks, and increase partnerships with mental health and community support services

Improve Restorative Practices and Suspension Alternatives (Metrics 4.10)
The suspension rate of 4.7% (goal: 2.5%) highlights a need to:

Provide staff-wide restorative practices training, strengthen the implementation of re-entry plan protocol post-suspension, and create more alternatives such as peer mediation and reflection spaces

Revised Stakeholder Survey Approach (Metrics 4.12–4.14)
Participation and satisfaction rates were low among students, staff, and families. As a result:

Actionable results will be shared with stakeholders in transparent, solution-oriented forums, and more incentives to complete the surveys.

Metrics and Target Refinements
While the core goal remains unchanged, select metrics and targets will be recalibrated to better reflect ambitious but achievable benchmarks:

Stakeholder satisfaction targets will remain, but interim progress indicators will be added to monitor climate and engagement throughout the year.

Chronic absenteeism interventions will be tracked using monthly attendance recovery metrics

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
		utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: 5940: Technology. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication	$377,199.76	Yes

Action #	Title	Description	Total Funds	Contributing
		channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I, Part A; Amount: $9,001 -Unemployment Insurance: Resource: Title I, Part A; Amount: $55 -OASDI/Medicare: Resource: Title I, Part A; Amount: $159.5 -STRS: Resource: Title I, Part A; Amount: $2,101 -Teacher Salaries: Resource: Title I, Part A; Amount: $11,000		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent	$569,788.39	Yes

Action #	Title	Description	Total Funds	Contributing
		Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $5,000		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services 3010 Title I: $3,500	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees. The following expenditures will be funded by federal Title funds: N/A	$629,125.72	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,179,219	$252,720

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.523%	0.000%	$0.00	27.523%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI

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
			PL 4 (ELP) between prior and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic	Goal 3: • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been accepted to a 4-year college

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

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		through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	CCI (Source: CA School Dashboard) • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) • Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates

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

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

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

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

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

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		Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Number of activities/events for parent involvement per year (Source:

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	cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student	Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence,	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and	School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.4	**Action:** Annual educational partner surveys **Need:** It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the	Goal 4: • School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 3: • Percentage of students in the current year

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) • Percentage of high school completers who have been

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			accepted to a 4-year college (Source: Naviance) • College-Going Rate (Source: CDE DataQuest) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS) • Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-1 will utilize the concentration grant add-on funds ($252,720) in the following manner:

MSA-1 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,551,316	3,179,219	27.523%	0.000%	27.523%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,195,947.36	$3,628,272.80	$50,000.00	$852,760.01	$15,726,980.17	$9,678,319.28	$6,048,660.89

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$50,509.00	$50,509.00				$50,509.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$138,168.51	$611,385.61	$706,663.12	$40,000.00		$2,891.00	$749,554.12	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$481,425.17	$2,710,217.00	$2,262,860.17	$928,782.00			$3,191,642.17	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$60,561.00	$60,561.00				$60,561.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$0.00	$1,284,225.00	$1,284,225.00				$1,284,225.00	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$3,054,734.58	$161,356.00	$3,099,170.81	$3,000.00		$113,919.77	$3,216,090.58	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,055.81	$71,188.50	$17,188.50	$20,000.00		$149,055.81	$186,244.31	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,210,455.22	$111,409.73	$885,657.34	$212,163.09		$224,044.52	$1,321,864.95	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$96,329.41	$89,739.00				$186,068.41	$186,068.41	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$1,700,799.09	$215,808.00	$436,075.16	$1,364,821.93		$115,710.00	$1,916,607.09	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$373,560.70	$26,126.47	$313,729.37	$85,457.80		$500.00	$399,687.17	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,965.00				$7,965.00	$7,965.00	
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,746.98	$3,000.00	$126,453.02	$62,293.96		$3,000.00	$191,746.98	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$489,113.19	$63,909.00	$538,022.19			$15,000.00	$553,022.19	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$500,711.33	$330,592.00	$323,792.95	$457,510.38	$50,000.00		$831,303.33	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$344,564.76	$32,635.00	$348,830.76	$6,052.50		$22,316.50	$377,199.76	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$508,303.39	$61,485.00	$535,799.39	$25,200.00		$8,789.00	$569,788.39	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,500.00				$3,500.00	$3,500.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$476,351.14	$152,774.58	$206,134.58	$422,991.14			$629,125.72	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,551,316	3,179,219	27.523%	0.000%	27.523%	$3,356,444.10	0.000%	29.057 %	**Total:**	$3,356,444.10
								LEA-wide Total:	$3,356,444.10
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$60,561.00	
2	2.2	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,188.50	
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$885,657.34	
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools		
3	3.1	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$313,729.37	
3	3.2	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,453.02	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$538,022.19	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$323,792.95	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,830.76	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$535,799.39	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,134.58	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,649,004.31	$14,524,319.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher assignments and credentials	No	$48,000.00	$48,000.00
1	**1.2**	Instructional materials and technology	No	$758,925.52	$775,902.57
1	**1.3**	Clean and safe facilities that support learning	No	$2,925,084.51	$3,017,324.94
1	**1.4**	Healthy and nutritious meals	Yes	$30,222.00	$35,222.00
1	**1.5**	Well-orchestrated Home Office support services	No	$1,346,210.00	$1,278,277.00
2	**2.1**	Broad course of study and standards based curriculum	No	$2,846,360.63	$2,941,413.78
2	**2.2**	Professional development for high-quality instruction	Yes	$82,522.50	$84,022.50
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$1,387,256.55	$1,358,590.15
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$89,739.00	$89,739.00
2	**2.5**	Support for students with disabilities	No	$1,747,684.22	$1,656,478.04
3	**3.1**	College/Career readiness programs and activities	Yes	$377,292.97	$434,293.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$3,000.00	$3,000.00
3	3.3	Digital literacy and citizenship programs	Yes	$241,050.18	$188,071.91
3	3.4	Physical education, activity, and fitness	Yes	$486,710.55	$447,337.26
3	3.5	Additional programs and activities that support well-rounded education	Yes	$886,058.55	$782,393.30
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$372,165.75	$372,243.11
4	4.3	MTSS - PBIS and SEL support	Yes	$561,990.91	$538,398.75
4	4.4	Annual educational partner surveys	Yes	$3,500.00	$3,500.00
4	4.5	Community outreach and partnerships	Yes	$454,955.47	$469,837.16

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,900,767	$3,383,468.52	$4,398,470.13	($1,015,001.61)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Healthy and nutritious meals	Yes	$30,222.00	$5,000.00		
2	2.2	Professional development for high-quality instruction	Yes	$16,188.50	$84,022.50		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$810,836.92	$1,358,590.15		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes		$89,739.00		
3	3.1	College/Career readiness programs and activities	Yes	$353,382.56	$434,293.10		
3	3.2	STEM and GATE programs	Yes		$3,000.00		
3	3.3	Digital literacy and citizenship programs	Yes	$144,177.63	$188,071.91		
3	3.4	Physical education, activity, and fitness	Yes	$390,920.55	$447,337.26		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$598,616.21	$732,393.30		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$343,796.75	$51,512.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	MTSS - PBIS and SEL support	Yes	$526,738.91	$530,898.75		
4	**4.4**	Annual educational partner surveys	Yes		$3,500.00		
4	**4.5**	Community outreach and partnerships	Yes	$168,313.49	$469,837.16		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,661,521	2,900,767	18.314%	56.176%	$4,398,470.13	0.000%	57.410%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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