LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mare Island Technology Academy (GTA, VCUSD)
CDS Code: 48705816116255
School Year: 2026-27
LEA contact information:
Liz Saldana
Site Director
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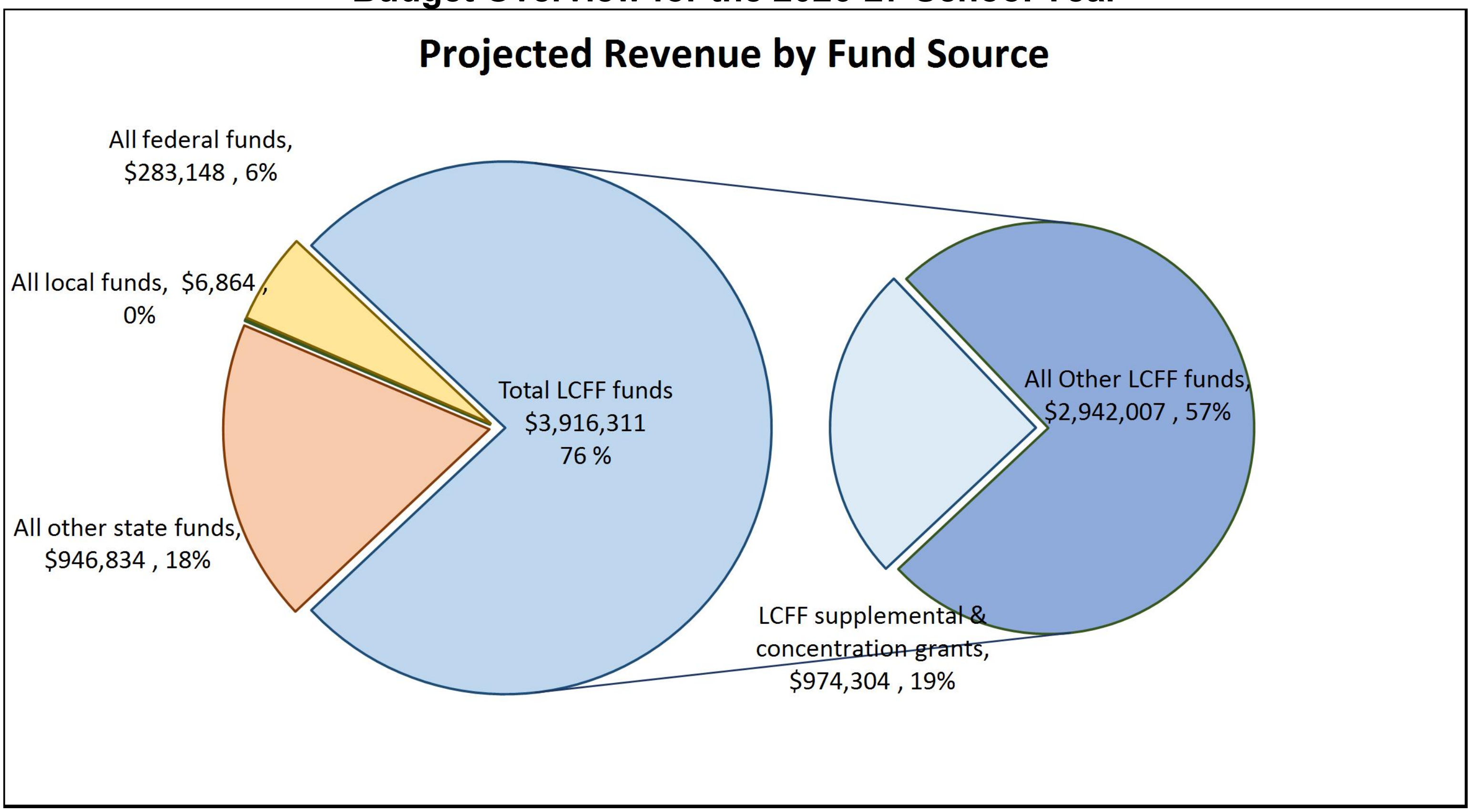
(707) 552-6482

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

Budget Overview for the 2026-27 School Year

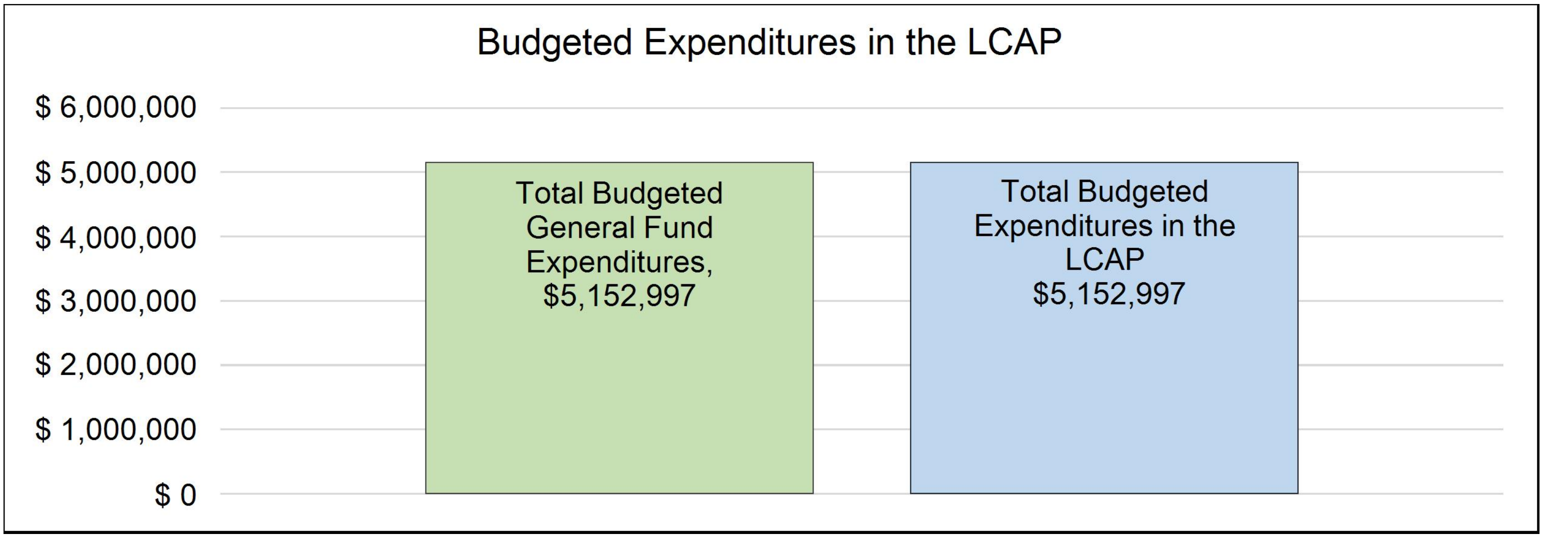


This chart shows the total general purpose revenue Mare Island Technology Academy (GTA, VCUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mare Island Technology Academy (GTA, VCUSD) is $5,153,157, of which $3,916,311 is Local Control Funding Formula (LCFF), $946,834 is other state funds, $6,864 is local funds, and $283,148 is federal funds. Of the $3,916,311 in LCFF Funds, $974,304 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 Mare Island Technology Academy (GTA, VCUSD) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mare Island Technology Academy (GTA, VCUSD) plans to spend $5,152,997.00 for the 2026-27 school year. Of that amount, $5,152,997.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

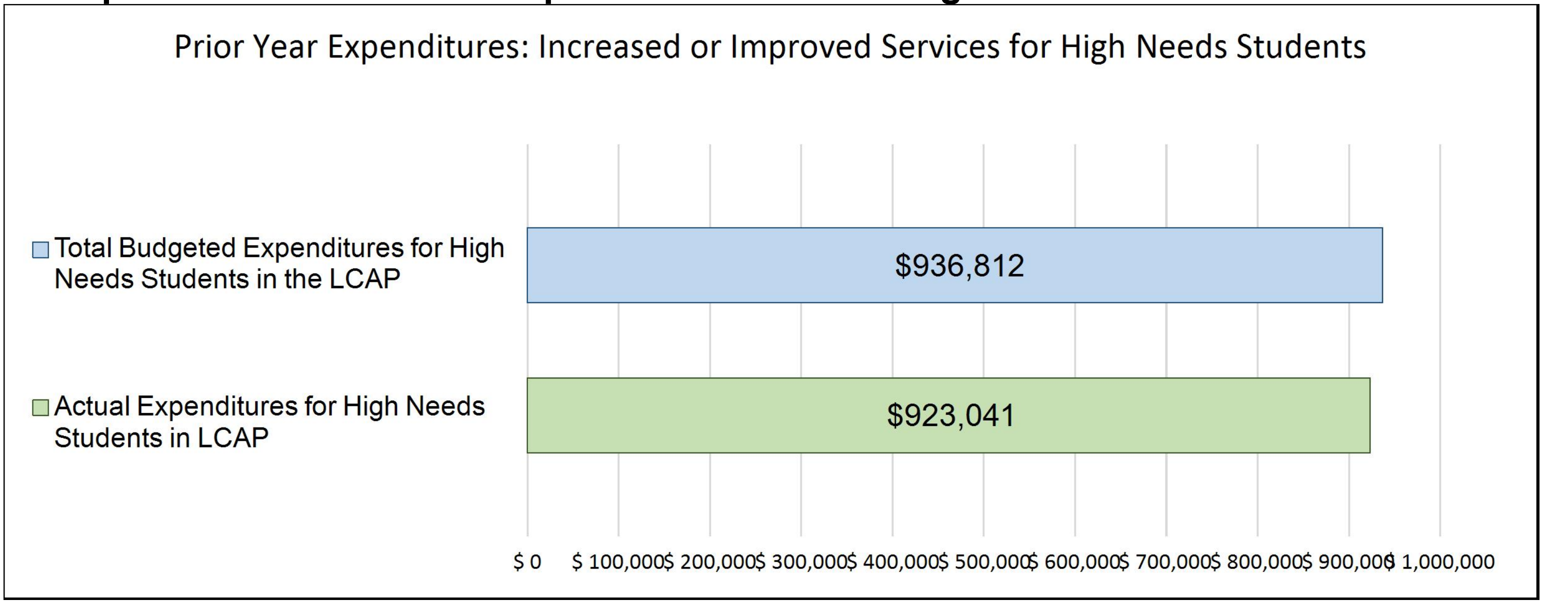
Not applicable. All of the budgeted general fund expenditures are included in the LCAP.

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

In 2026-27, Mare Island Technology Academy (GTA, VCUSD) is projecting it will receive $974,304 based on the enrollment of Foster Youth, English learner, and low-income students. Mare Island Technology Academy (GTA, VCUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Mare Island Technology Academy (GTA, VCUSD) plans to spend $974,304.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mare Island Technology Academy (GTA, VCUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mare Island Technology Academy (GTA, VCUSD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mare Island Technology Academy (GTA, VCUSD)'s LCAP budgeted $936,812 for planned actions to increase or improve services for high needs students. Mare Island Technology Academy (GTA, VCUSD) actually spent $923,041 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $13,771 had the following impact on Mare Island Technology Academy (GTA, VCUSD)’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was small (< 1.5%) in comparison to the overall budget, and therefore did not have a material impact on the actions and services.

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
Mare Island Technology Academy (GTA, VCUSD)	Liz Saldana Site Director	lsaldana@mitacademy.org (707) 552-6482

Plan Summary [2026-27]

General Information

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

Griffin Technology Academies, a California nonprofit public benefit corporation with 501(c)(3) tax exempt status, operates Mare Island Technology Academy ("MITA"), an independent grades 6–8 Charter School authorized by VCUSD that has served the Vallejo community since September 2001. MITA is a technology focused Charter School with an emphasis on project-based learning, innovation, and the integration of technology throughout the curriculum. MITA prepares students to become self-motivated, technologically skilled, responsible global citizens equipped for success in high school, college, career, and life. Students have access to one-to-one technology devices and a variety of digital learning resources to support instruction and engagement. Families choose MITA because of its rigorous academic program, strong relationships, safe and inclusive environment, and commitment to personalized learning. MITA remains committed to transparency, accountability, and continuous improvement in partnership with its educational partners. As a grades 6–8 Charter School, certain state indicators do not apply, including A-G completion, Career Technical Education completion, AP participation and passage, EAP ELA and Math, high school graduation rate, and high school dropout rate.

Mission
Mare Island Technology Academy prepares students in Vallejo to be ready for college, career, and life through diverse, innovative instructional programs that focus relentlessly on student academic achievement and social emotional well-being.

MITA has continued working diligently to strengthen and rebuild its core instructional program through targeted intervention, expanded student supports, and technology integration designed to close achievement gaps and improve outcomes for historically underserved student groups. The Charter School continues to build upon its history of strong academic programming, including nationally recognized robotics and

STEM opportunities that have earned regional and national recognition. MITA has also been recognized for promoting diversity, inclusion, and innovation, including prior recognition as a California Distinguished Charter School and National Blue Ribbon Charter School.

Vallejo is a diverse working-class community located in the Bay Area near Mare Island and the Napa River. The students served by Mare Island Technology Academy ("MITA") reflect the rich cultural and linguistic diversity of the surrounding community with multiple home languages represented, including Spanish, Arabic, Tagalog, Ilocano, and Tamil. MITA is a diverse, 21st Century Charter School serving a high percentage of historically underserved students. Based on the 2025 California School Dashboard ("Dashboard"), MITA's enrollment includes 64.9% socioeconomically disadvantaged ("SED") students, 19.3% English Learners ("ELs"), 55.7% Reclassified Fluent English Proficient ("RFEP") students, 8.5% students with disabilities ("SWD"), 0.8% foster youth ("FY"), and 0.4% homeless students. Enrollment by race and ethnicity includes 51.7% Hispanic students, 10.8% African American students, 10.4% Filipino students, 8.1% Asian students, 6.9% White students, 6.6% students identifying as two or more races, and 1.8% Pacific Islander students. The supplemental and concentration grant funds generated through the Local Control Funding Formula ("LCFF") support ELs, SED students, and FY students. At MITA, ELs and SED students are significant student groups, and the Charter School also provides targeted actions and services for FY and other historically underserved students to ensure equitable access to a high-quality educational program.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for MITA as the Schoolwide Program. The Charter School's LCAP is aligned with ESSA requirements and integrates federal, state, and local priorities into one comprehensive planning document focused on continuous improvement and equitable outcomes for students. The LCAP is organized around three goals: GOAL 1: Mare Island Technology Academy will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant student groups, especially ELs, to prepare students for college and career; GOAL 2: Mare Island Technology Academy will support the social emotional well-being of students through character development and enrichment activities in a safe, inclusive learning environment that fosters strong relationships between teachers and students; and GOAL 3: Mare Island Technology Academy's parents/guardians, teachers, staff, and community members will contribute as active educational partners through engagement, communication, collaboration, and shared decision making to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment that included analysis of state and local data sources, including the Dashboard, CAASPP, ELPAC, attendance, suspension, local climate surveys, and interim assessment data. The needs assessment process included meaningful consultation with parents/guardians, teachers, classified staff, administrators, and community members to identify strengths, areas of opportunity, and evidence-based strategies to improve outcomes for students and significant student groups. MITA will continue to monitor implementation and effectiveness of the LCAP through ongoing engagement with the School Site Council ("SSC") and English Learner Advisory Committee ("ELAC"), which will meet regularly throughout the year to review student performance data, supplemental services, and progress toward LCAP goals. Parents/guardians, staff, and administrators will continue to participate in annual surveys, workshops, and collaborative decision-making processes to ensure that programs and services reflect the needs of the Charter School community and support continuous improvement for all students.

MITA is not eligible to be an Equity Multiplier School.

LREBG Funds
In 2025-26, MITA received $23,426 in Learning Recovery Emergency Block Grant ("LREBG") funds. The funds were utilized to support Goal 1, Action 1.2 Supplemental School Staffing and Goal 1, Action 1.7 Professional Development to address the academic and social emotional

impacts of lost instructional time. Funds supported supplemental intervention and support services designed to improve academic achievement for students performing below grade level, particularly ELs, SED students, and other historically underserved student groups. LREBG funds also supported professional development focused on MTSS, differentiated instruction, trauma informed practices, social emotional learning, culturally responsive pedagogy, academic intervention strategies, and instructional supports designed to strengthen student engagement, attendance, school connectedness, and academic outcomes.

Title I Funds
During 2026-27, MITA will utilize Title I funds to support Goal 1, Action 1.7, Professional Development, and Goal 1, Action 1.10, Intervention and Supplemental Materials. These uses are informed by student achievement data and consultation already received from parents/guardians and other educational partners through SSC meetings, surveys, staff input, student performance review, and other engagement opportunities. Title I funds will support allowable professional development focused on strengthening instructional practices, data analysis, MTSS, differentiated instruction, academic vocabulary, constructed writing response, scaffolding, core curriculum implementation, PBIS, education equity, and schoolwide AVID practices. Title I funds will also support supplemental intervention during Flex Time, including small group and individualized instruction, targeted remediation in literacy and numeracy, supplemental instructional materials, online programs, text-based resources, and AVID-aligned materials that strengthen organization, note-taking, inquiry, collaboration, writing, critical thinking, and college and career readiness.

Title II Funds
During 2026-27, MITA will utilize Title II funds to support Goal 1, Action 1.7, Professional Development, in alignment with educational partner feedback identifying the need to strengthen educator capacity, improve instructional consistency, and use assessment data more effectively. Title II funds will support allowable, meaningful, and ongoing professional learning for administrators, teachers, and staff focused on improving instructional effectiveness and student outcomes. Professional development may include AERIES reporting, NWEA MAP data analysis, core curriculum implementation, mathematical mindset, MTSS, differentiated strategies for ELs, SWD, academically high-achieving students, and academically low-achieving students, constructed writing response, academic vocabulary, culturally responsive pedagogy, grade-level scaffolding, in-classroom interventions, PBIS, education equity, parents/guardians as partners, and schoolwide AVID practices. Funds may also support participation in professional learning organizations and conferences when aligned to educator effectiveness, instructional improvement, and student achievement.

Title IV Funds
During 2026-27, MITA will consolidate Title IV funds with Title I funds to support Goal 1, Action 1.10, Intervention and Supplemental Materials. Title IV funds will be used for allowable supplemental intervention materials, online learning tools, instructional technology, text-based resources, and AVID-aligned materials that support a well-rounded education, student engagement, literacy, numeracy, and college and career readiness. These resources will be used during Flex Time, classroom instruction, and targeted intervention to provide identified students with additional opportunities to practice, remediate, and accelerate essential academic skills. MITA will not utilize Title III funds in 2026-27.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2025 California School Dashboard (“Dashboard”) identifies performance levels using one of five status levels ranging from Very Low, Low, Medium, High, and Very High for state indicators. It should be noted that the status levels for the Chronic Absenteeism and Suspension Rate Indicators are reversed, with Very Low representing the highest level of performance.

Mare Island Technology Academy is committed to improving the academic achievement and social emotional well being of all students while specifically addressing the needs of its significant student groups, including Hispanic students, African American students, Filipino students, ELs, and SED students. MITA continues to implement targeted evidence based strategies, intervention systems, and progress monitoring practices designed to close achievement gaps and improve outcomes for historically underserved student groups. The Charter School will continue building upon areas of growth while addressing areas requiring improvement through the goals, actions, and services outlined in the LCAP.

ELA Performance
According to the 2025 Dashboard, overall performance in ELA remained at the “Medium” performance level with students averaging 57.1 points below standard (“DFS”). While performance declined slightly from 2024, MITA continues to perform at a higher level than in 2023 when the Charter School was classified at the “Very Low” level. Hispanic students scored 82.7 points below standard, SED students scored 66 points below standard, ELs scored 81.5 points below standard, and LTELs demonstrated the greatest area of need at 124 points below standard. Filipino students performed near standard at 0.7 points below standard. On the 2025 CAASPP ELA assessment, 29.88% of students met or exceeded standard overall. MITA will continue focusing on strengthening literacy instruction, intervention, academic vocabulary, constructed writing response, and differentiated instructional strategies to improve ELA achievement for all students and significant student groups.

Math Performance
According to the 2025 Dashboard, overall Math performance remained at the “Medium” performance level with students averaging 72 points below standard. This reflects continued improvement from 2023 when Math performance was classified as “Very Low.” Hispanic students scored 101.8 points below standard, SED students scored 81.5 points below standard, ELs scored 105.3 points below standard, and LTELs scored 148 points below standard. Filipino students scored 15.4 points below standard. On the 2025 CAASPP Math assessment, 28.35% of students met or exceeded standard overall, with African American students demonstrating strong performance at 44% meeting or exceeding standard. MITA will continue implementing targeted intervention, MTSS supports, mathematical mindset strategies, and differentiated instruction to improve Math achievement for all students and significant student groups.

English Learner Progress Indicator
According to the 2025 Dashboard, the English Learner Progress Indicator (“ELPI”) declined from “High” in 2024 to “Very Low” in 2025. In 2025, 37.2% of ELs made progress toward English language proficiency compared to 47.7% in 2024. These results indicate the need for continued focus on designated and integrated ELD, implementation of the English Learner Master Plan, scaffolding instruction at grade level standards, academic vocabulary development, and ongoing progress monitoring to accelerate language acquisition and academic achievement for ELs.

Suspension Rate
According to the 2025 Dashboard, Mare Island Technology Academy demonstrated substantial improvement in school climate and student behavior outcomes. The overall suspension rate declined dramatically to 0.7%, earning a “Very Low” performance level after previously being classified as “High” in 2024 and “Very High” in 2023. Nearly all student groups demonstrated significant improvement, including Hispanic students at 0.7%, SED students at 0.9%, ELs at 0%, African American students at 0%, Filipino students at 0%, and students identified as two or more races at 0%. Students with disabilities had a suspension rate of 4.8%, while White students had a rate of 5.6%. These results reflect the effectiveness of PBIS, restorative practices, social emotional supports, and student engagement strategies implemented by the Charter School. MITA will continue focusing on maintaining a safe, inclusive, and supportive school climate for all students.

Chronic Absenteeism Rate
According to the 2025 Dashboard, Mare Island Technology Academy continued improving chronic absenteeism outcomes, maintaining a “Medium” performance level with an overall chronic absenteeism rate of 20.6%, improved from 24.6% in 2024 and 34% in 2023. Hispanic students had a chronic absenteeism rate of 20.3%, SED students 22.2%, ELs 28.6%, LTELs 31.3%, and students with disabilities 23.8%. African American students had a rate of 26.9%, while Filipino students and Asian students demonstrated lower rates at 6.7% and 13.6%, respectively. MITA will continue implementing attendance incentives, positive recognition systems, parent outreach, attendance contracts, home visits, and tiered attendance interventions to improve daily attendance and reduce chronic absenteeism for all students and significant student groups.

Science
According to the 2025 CAASPP CAST Science assessment results, Mare Island Technology Academy demonstrated improvement in Science achievement with 17.85% of students meeting or exceeding standard, an increase from 9.31% in 2024. Filipino students demonstrated the highest performance with 38.89% meeting or exceeding standard. Hispanic students met or exceeded standard at a rate of 4.66%, SED students at 12.13%, and ELs at 6.25%, demonstrating continued achievement gaps among historically underserved student groups. While overall Science achievement remains an area of growth, the increase in overall performance reflects progress in strengthening standards aligned instruction, project-based learning, technology integration, and hands on learning opportunities. Mare Island Technology Academy will continue focusing on improving Science achievement for all students and significant student groups through rigorous NGSS aligned instruction, academic vocabulary development, differentiated supports, and increased opportunities for inquiry based and collaborative learning experiences.

Mare Island Technology Academy met all Local Indicators on the 2025 Dashboard, including Implementation of Academic Standards, Access to a Broad Course of Study, Basics, Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Charter School Performance Category
Mare Island Technology Academy (“MITA”) has been classified in the Middle Performing Category for Charter Schools across the State by the California Department of Education (“CDE”).

ESSA Assistance Status

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

LCFF Charter School Assistance Status
MITA is in General Assistance status based on the 2025 Dashboard results and continued implementation of targeted academic and social emotional supports for students and significant student groups. MITA demonstrated substantial improvement in school climate indicators on the 2025 Dashboard, including maintaining a “Very Low” Suspension Rate and continued improvement in Chronic Absenteeism. The Charter School continues implementing strong MTSS systems, designated and integrated ELD instruction, intervention supports, restorative practices, counseling services, attendance interventions, PBIS, and enrichment opportunities designed to improve student achievement, engagement, and school connectedness. Although ELA, Mathematics, and ELPI outcomes indicate continued areas of need, MITA continues strengthening data driven instruction, literacy and mathematics intervention, collaborative teacher planning, differentiated instructional supports, and professional development to accelerate student growth and improve outcomes for all students and significant student groups.

MITA remains committed to providing targeted interventions and supports for all students, especially Hispanic students, African American students, ELs, SWD, and SED students, through expanded academic interventions, wellness and counseling supports, attendance improvement initiatives, restorative practices, technology integration, enrichment opportunities, and strong family and community engagement practices. MITA appreciates the collaborative efforts of the staff, families, Board, and community partners in supporting continuous improvement efforts and sustainable systems designed to meet the diverse needs of the Vallejo community.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Teachers, administrators, and other Charter School personnel were meaningfully consulted in the development of the LCAP through an ongoing cycle of collaboration, data analysis, feedback collection, and shared decision making. Educational partners participated in staff meetings, leadership meetings, professional development sessions, grade level and department collaboration meetings, surveys, and LCAP input discussions throughout the school year. Teachers and staff reviewed multiple sources of student achievement and school climate data, including CAASPP, ELPAC, NWEA MAP, attendance, suspension, and local survey data administered 4/27/26-5/29/26, to identify areas of strength, areas of need, and priorities for improvement. Administrators facilitated opportunities for certificated and classified staff to provide feedback on proposed goals, actions, services, expenditures, intervention supports, professional development needs, school climate initiatives, and strategies to improve outcomes for all students and significant student groups, including ELs, SED students, and SWD. Staff input informed the development and refinement of the LCAP goals, actions, and expenditures, particularly in the areas of academic intervention, MTSS, professional development, student engagement, attendance supports, social emotional learning, and school climate. The Charter School will continue engaging teachers, administrators, and other school personnel throughout the implementation and annual update process to ensure ongoing collaboration, transparency, and

Educational Partner(s)	Process for Engagement
	continuous improvement aligned with state priorities and the needs of the Charter School community.
Parents/Guardians	Parents/Guardians had multiple opportunities to engage in the development of the LCAP through SSC meetings, ELAC meetings, and monthly Coffee with the Principal meetings. In addition, the annual LCAP Survey was administered during Fall to gather parent/guardian feedback regarding the LCAP goals, actions, services, and overall satisfaction with the Charter School's educational program. 5/18/26-5/31/26
Students	Students in grades 6-8 participated in the annual LCAP survey administered in Fall to provide feedback regarding school safety, connectedness, engagement, and overall satisfaction with the educational program. Student feedback informed the development of the LCAP goals, actions, and services. 5/19/26-6/1/26
Local Bargaining Unit (Certificated)	The Charter School engaged in consultation with the local bargaining unit during an LCAP Engagement meeting held on 6/12/26. During the meeting, student performance data, Dashboard indicators, LCAP goals, actions, and services were reviewed and discussed. Feedback from certificated staff representatives was considered in the development of the LCAP and the identification of priorities for continuous improvement.
Local Bargaining Unit (Classified)	GTA does not have a classified local bargaining unit.
School Site Council	LCAP was presented to the School Site Council in accordance with Education Code Section 52062(a)(1). 12/11/25, 2/26/26, 3/19/26, 4/30/26, 6/4/26 The Superintendent responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the English Learner Advisory Committee in accordance with Education Code Section 52062(a)(1). 10/30/25, 1/27/26, 2/19/26, 3/19/26, 4/23/26 The Superintendent responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Superintendent responded to all comments in writing.
SELPA	MITA consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/2/26

Educational Partner(s)	Process for Engagement
Public Comment	5/12/26-5/29/26 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	5/12/26 that Griffin Technology Academies held at least one public hearing on the 2026-27 LCAP MITA in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/16/26 the Griffin Technology Academies Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Goal Analysis, MITA Budget, and LCAP were adopted by the Board on 6/16/26 in accordance with Education Code section 52062(b)(2).

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

The LCAP for Mare Island Technology Academy ("MITA") was significantly influenced by feedback provided by educational partners throughout the consultation and engagement process. Parents/guardians, students, teachers, administrators, classified staff, SSC, ELAC, and community members consistently identified academic achievement, student engagement, school climate, attendance, social emotional well-being, and support for ELs and other historically underserved student groups as priorities. Educational partners reviewed and discussed multiple sources of data, including CAASPP, ELPAC, NWEA MAP, attendance, suspension, chronic absenteeism, local climate surveys, and Dashboard indicators, to identify areas of strength and need. Teachers and staff requested continued professional development focused on MTSS, differentiated instruction, instructional strategies for ELs and SWD, academic vocabulary, standards aligned instruction, and data analysis to improve student outcomes. Parents/guardians and students emphasized the importance of maintaining a safe and inclusive school climate, increasing counseling and wellness supports, improving attendance and engagement, expanding enrichment opportunities, and strengthening communication between home and Charter School.

As part of the educational partner engagement process, parents/guardians, SSC, and ELAC members were also provided information regarding the purpose and allowable uses of federal, state, and restricted funding sources, including Title I, Title II, Title IV, Learning Recovery Emergency Block Grant ("LREBG") funds, Expanded Learning Opportunities Program ("ELOP") funds, and LCFF supplemental and concentration grant funds. Educational partners were informed that these restricted funds must be used in alignment with applicable state and federal requirements to support identified student needs and improve outcomes for targeted student groups, including ELs, SED students, SWD, foster youth, and other historically underserved students. Through meetings, presentations, public hearings, budget discussions, and advisory committee consultations, educational partners discussed how these funding sources support intervention programs, counseling services, professional development, extended learning opportunities, technology access, attendance interventions, English Learner supports, and social emotional learning initiatives. Feedback from parents/guardians and advisory groups helped prioritize the use of restricted funds toward academic intervention, literacy and mathematics supports, wellness services, restorative practices, enrichment opportunities, and family engagement activities aligned with the identified needs of students and significant student groups.

As a result of educational partner feedback and data analysis, the adopted LCAP includes continued investment in intervention teachers and support staff, designated and integrated ELD, MTSS systems, PBIS and restorative practices, counseling and wellness supports, professional development, enrichment opportunities, attendance improvement strategies, technology integration, and family engagement activities. The feedback provided by educational partners directly informed the development of the goals, actions, services, and expenditures included in the adopted LCAP and reinforced MITA’s commitment to continuous improvement, transparency, and equitable outcomes for all students and significant student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Mare Island Technology Academy will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups, especially English Learners, to prepare students for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Mare Island Technology Academy (“MITA”) developed this goal based on analysis of the 2025 California School Dashboard, CAASPP, ELPAC, NWEA MAP, and local assessment data, which identified continued academic achievement gaps for all students and significant student groups, particularly Hispanic students, ELs, SED students, and SWD. According to the 2025 Dashboard, overall ELA performance remained at the “Medium” level with students averaging 57.1 points below standard, while Mathematics performance also remained at the “Medium” level with students averaging 72 points below standard. Significant student groups continued to perform substantially below standard, including Hispanic students, ELs, LTELs, and SED students in both ELA and Math. The English Learner Progress Indicator (“ELPI”) declined to the “Very Low” performance level in 2025, with only 37.2% of ELs making progress toward English language proficiency, demonstrating the need for strengthened designated and integrated ELD, scaffolding, academic vocabulary development, and targeted intervention supports.

MITA also developed this goal based on CAASPP CAST Science results, which demonstrated both areas of growth and continued need. In 2025, 17.85% of students met or exceeded Science standards, an increase from 9.31% in 2024, reflecting improvement in Science achievement and implementation of standards aligned, inquiry based instruction. Filipino students demonstrated the highest Science achievement at 38.89% meeting or exceeding standard, while Hispanic students met or exceeded standard at 4.66%, ELs at 6.25%, and SED students at 12.13%, highlighting persistent achievement gaps among significant student groups. Educational partners, including parents/guardians, teachers, administrators, SSC, and ELAC, identified the need to strengthen literacy, mathematics, and Science instruction while continuing to expand MTSS, intervention systems, differentiated instruction, project based learning, technology integration, and professional development to improve academic outcomes for all students. This goal was developed to ensure all students, especially significant student groups, have equitable access to rigorous standards aligned instruction, targeted academic supports, and high quality educational opportunities that prepare students for college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA	SBAC ELA OUTCOMES 2023 DFS Very Low Overall -82.3 Lat -108.9 SED -103.6 EL -133.1 Filip -21.3 Data Source: CA Dashboard 2023 2023 % Met or Exceeded Overall 20.64% Lat 10.42% SED 14.72% EL 0.00% AA/B 22.58% Fil 43.75% Asian 54.54% White 14.29% 2More 20.83% SWD 3.85% Data Year: 2022-23 Data Source: CAASPP	SBAC ELA OUTCOMES 2024 DFS Medium Overall -44.2 Lat -71.5 SED -50.1 EL -70.9 LTEL -124.2 Filip 30.7 Data Source: CA Dashboard 2024 2024 % Met or Exceeded Overall 32.93% Lat 23.44% SED 27.22% EL 0.00% LTEL 0.00% AA/B 30.00% Fil 65.38% Asian 52.38% White 12.50% 2More 46.15% SWD 10.00% Data Year: 2023-24 Data Source: CAASPP	SBAC ELA OUTCOMES 2025 DFS Low Overall -57.1 Lat -82.7 SED -66 EL -81.5 LTEL -124 Filip -0.7 Data Source: CA Dashboard 2025 2025 % Met or Exceeded Overall 29.88% Lat 19.55% SED 26.17% EL 0.00% LTEL 0.00% AA/B 24.00% Fil 54.54% Asian 36.36% White 37.50% 2More 38.09% SWD 5.56% Data Year: 2024-25 Data Source: CAASPP	SBAC ELA OUTCOMES 2026 SBAC Assessment Results 2026 DFS Overall -22.3 Lat -48.9 SED -43.6 EL -73.1 Filip 38.7 Data Source: CA Dashboard 2026 2026 % Met or Exceeded Overall 35.64% Lat 25.42% SED 29.72% EL 15.00% AA/B 37.58% Fil 58.75% Asian 69.54% White 29.29% 2More 35.83% SWD 38.85% Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Target (20 points per year) Overall Increased 25.2 Lat Increased 26.2 SED Increased 37.6 EL Increased 51.6 Filip Increased 20.6 Near Target (5% per year) Overall – Increased 9.24% Lat – Increased 9.13% SED – Increased 11.45% EL – No change (0.00%) AA/B – Increased 1.42% Fil – Increased 10.79% Asian – Declined 18.18% White – Increased 23.21% 2More – Increased 17.26% SWD – Increased 1.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SBAC MATH	SBAC MATH OUTCOMES 2023 DFS Very Low Overall -100.9 Lat -123.3 SED -116.1 EL -152.2 Filip -49.5 Data Source: CA Dashboard 2023 2023 % Met or Exceeded Overall 16.78% Lat 9.86% SED 10.56% EL 1.85% AA/B 12.50% Fil 33.33% Asian 54.54% White 21.43% 2More 12.50% SWD 4.00% Data Year: 2022-23 Data Source: CAASPP	SBAC MATH OUTCOMES 2024 DFS Medium Overall -78.2 Lat -101.4 SED -78.9 EL -102.5 LTEL -154.8 Filip 3.6 Data Source: CA Dashboard 2024 2024 % Met or Exceeded Overall 22.67% Lat 14.06% SED 19.64% EL 0.00% LTEL 0.00% AA/B 20.00% Fil 53.85% Asian 38.10% White 20.00% 2More 28.00% SWD 5.00% Data Year: 2023-24 Data Source: CAASPP	SBAC MATH OUTCOMES 2025 DFS Medium Overall -72 Lat -101.8 SED -81.5 EL -105.3 LTEL -148 Filip -15.4 Data Source: CA Dashboard 2025 2025 % Met or Exceeded Overall 28.35% Lat 17.30% SED 26.63% EL 8.16% LTEL 13.64% AA/B 44.00% Fil 40.91% Asian 40.91% White 37.50% 2More 33.34% SWD 11.11% Data Year: 2024-25 Data Source: CAASPP	SBAC MATH OUTCOMES 2026 DFS Overall -40.9 Lat -63.3 SED -56.1 EL -92.2 Filip 10.5 Data Source: CA Dashboard 2026 2026 % Met or Exceeded Overall 31.78% Lat 24.86% SED 25.56% EL 26.85% AA/B 27.50% Fil 48.33% Asian 69.54% White 36.43% 2More 27.50% SWD 19.00% Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Goal (20 points per year) Overall Increased 28.9 Lat Increased 21.5 SED Increased 34.6 EL Increased 46.9 Filip Increased 34.1 Met Goal (5% per year) Overall – Increased 11.57% Lat – Increased 7.44% SED – Increased 16.07% EL – Increased 6.31% AA/B – Increased 31.5% Fil – Increased 7.58% Asian – Declined 13.63% White – Increased 16.07% 2More – Increased 20.84% SWD – Increased 7.11%
1.3	CAST SCIENCE	CAST SCIENCE	CAST SCIENCE	CAST SCIENCE	CAST SCIENCE	Did Not Meet Goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OUTCOMES Grade 8 2023 % Met or Exceeded Overall 11.45% Lat 6.90% SED 12.16% EL 3.85% AA/B 5.88% Fil 13.79% SWD 7.69% Data Year: 2022-23 Data Source: CAASPP	OUTCOMES Grade 8 2024 % Met or Exceeded Overall 9.31% Lat 7.41% SED 10.35% EL 0.00% AA/B Too Few Fil Too Few SWD Too Few Data Year: 2023-24 Data Source: CAASPP	OUTCOMES Grade 8 2025 % Met or Exceeded Overall 17.85% Lat 4.66% SED 12.13% EL 6.25% AA/B Too Few Fil 38.89% SWD Too Few Data Year: 2024-25 Data Source: CAASPP	OUTCOMES Grade 8 2026 % Met or Exceeded Overall 26.45% Lat 21.90% SED 27.16% EL 18.85% AA/B 20.88% Fil 28.79% SWD 22.69% Data Year: 2025-26 Data Source: CAASPP	(5% per year) Overall – Increased 6.4% Lat – Declined 2.24% SED – Declined 0.03% EL – Increased 2.4% AA/B Too Few Fil - Increased 25.1% SWD Too Few
1.4	NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 23 to Spring 24 RIT AVG Overall 208.22 Lat 204.14 SED 207.51 EL 197.31 AA/B 206.78 Fil 218.74 Asian 212.65 SWD 195.9 Median Percentile: 30th Data Year: 2023-24 Data Source: NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 24 to Spring 25 RIT AVG Overall 213.59 Lat 209.85 SED 213.02 EL 205.19 AA/B 212.64 Fil 219.86 Asian 219.81	NWEA MAP ELA OUTCOMES Fall 25 to Spring 26 RIT AVG Overall 215.14 Lat 213.2 SED 213.74 EL 206.71 AA/B 210.89 Fil 221.8 Asian 219.85	NWEA MAP ELA OUTCOMES Fall 26 to Spring 27 RIT AVG Overall 235 Lat 235 SED 235 EL 235 AA/B 235 Fil 235 Asian 235	Slow Progress to Target Overall-Increased 6.92 Lat-Increased 9.06 SED - Increased 6.23 EL - Increased 9.4 AA/B - Increased 4.11 Fil - Increased 3.06 Asian-Increased 7.2 SWD -Declined 1.68 Median RIT: 216

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD 196.94 Data Year: 2024-25 Data Source: NWEA MAP ELA	SWD 197.58 Median RIT: 216 Students who met Growth Goal 60.60% Data Year: 2025-26 Data Source: NWEA MAP ELA	SWD 235 Median Percentile 50th Growth Goals Met 80% Data Year: 2026-27 Data Source: NWEA MAP ELA	Students who met Growth Goal 60.60%
1.5	NWEA MAP MATH	NWEA MAP MATH OUTCOMES Fall 23 to Spring 24 RIT AVG Overall 220.40 Lat 217.32 SED 220.27 EL 207.66 AA/B 219.00 Fil 234.91 Asian 221.63 SWD 200.53 Median Percentile 36th Data Year: 2023-24 Data Source: NWEA MAP MATH	NWEA MAP MATH OUTCOMES Fall 24 to Spring 25 RIT AVG Overall 227.14 Lat 222.70 SED 225.67 EL 213.3 AA/B 203.64 Fil 235.83 Asian 237.10 SWD 213.67	NWEA MAP MATH OUTCOMES Fall 25 to Spring 26 RIT AVG Overall 225.9 Lat 223.47 SED 223.98 EL 219.38 AA/B 221.7 Fil 234.29 Asian 237.8 SWD 206.46	NWEA MAP MATH OUTCOMES Fall 26 to Spring 27 RIT AVG Overall 244 Lat 244 SED 244 EL 244 AA/B 244 Fil 244 Asian 244 SWD 244	Very Slow Progress to Target Overall- Increased 5.5 Lat - Increased 6.15 SED - Increased 3.71 EL - Increased 11.72 AA/B - Increased 2.7 Fil- Declined 0.62 Asian - Increased 16.17 SWD - Increased 5.93 Median RIT 221 Growth Goals Met 50.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Median Percentile 42nd Growth Goals Met 64% Data Year: 2024-25 Data Source: NWEA	Median RIT 221 Growth Goals Met 50.20% Data Year: 2025-26 Data Source: NWEA	Median Percentile 50th Growth Goals Met 80% Data Year: 2026-27 Data Source: NWEA MAP MATH	
1.6	EL Reclassification Rate	Data not available due to a very small number of students taking the test Internal data 8.07% Profiency Rate of 16.36% Data Year: 2022-23 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	CDE reports reclassification counts and rates annually, with the most recent data available up to the 2020-21 school year. Internal data 3.52% Profiency Rate of 21.28% Data Year: 2023-24 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	CDE reports reclassification counts and rates annually, with the most recent data available up to the 2020-21 school year. Internal data XX.X% Profiency Rate of 21.28% Data Year: 2024-25 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	Equal to or higher than the State Data Year: 2025-26 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	Higher than the State Summative ELPAC Increased 4.92% Proficiency
1.7	EL Progress Indicator (ELPI)	"Very Low" 42.9% of ELs make one year of growth ELPI	“High" 47.7% of ELs make one year of growth ELPI	“Very Low" 37.2% of ELs make one year of growth ELPI	60% of ELs make one year of growth ELPI	Did Not Meet Target Declined 5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CA Dashboard 2023	Data Year: 2023-24 Data Source: CA Dashboard 2024	Data Year: 2024-25 Data Source: CA Dashboard 2025	Equal to or higher than the State Data Year: 2025-26 Data Source: CA Dashboard 2026	
1.8	Access to Standards Aligned Instructional Materials	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2024-25 Data Source: CA Dashboard 2025 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Met Target
1.9	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	Full Implementation Data Year: 2024-25 Data Source: CA Dashboard 2025 Local Indicators	Full Implementation and Sustainability Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Near Target
1.10	Appropriately credentialed teachers (includes both	46.6% Clear 2.9% Out of Field 7.3% Intern 43.1% Ineffective	54.9% Clear 0.0% Out of Field 13.2% Intern 31.8% Ineffective	53.9% Clear 7.5% Out of Field 7.5% Intern 31.1% Ineffective	65% Clear 35% Intern	Clear – Increased 7.3% Out of Field – Increased 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	misassignments and vacancies)	2021-22 DataQuest	2022-23 DataQuest	2023-24 DataQuest	Data Year: 2024-25 Data Source: DataQuest	Intern – Maintained Ineffective – Declined 12%

Goal Analysis [2025-26]

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

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

Goal 1 was partially implemented at Mare Island Technology Academy. The Charter School continued to provide basic and core staffing, supplemental staffing, support for students with disabilities, support for English learners, technology infrastructure and support, core curriculum implementation, professional development, after-school programming and summer school, school supplies, intervention and supplemental materials, field trips, and school support infrastructure.

Implementation successes included full implementation of supplemental staffing at MITA, continued special education staffing and timely IEP support, continued use of ERWC and designated/integrated English learner supports, and continued professional development in MTSS, restorative practices, AVID strategies, English learner strategies, and instructional improvement. MITA also identified plans to re-implement a structured advisory period focused on literacy and numeracy and to increase enrichment activities during flex time. Teacher-led professional development on English learner and AVID strategies was also a strength, with staff implementing these strategies in classrooms.

Substantive differences and challenges included partial implementation of basic and core staffing due to vacancies in P.E., science, and AVID sections. Technology infrastructure and support were partially implemented due to ongoing internet connectivity issues and inconsistent use of software and technology tools. Curriculum implementation was also partially implemented, with the math program performing well, while science teachers needed additional familiarity with curriculum materials and implementation expectations. English learner support was partially implemented, with continued need to improve ELD curriculum implementation and professional development. Intervention and supplemental materials were not fully implemented as planned, and field trips were partially implemented because some students, including sixth graders, did not participate in planned opportunities.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:

Action 1.1, Basic, Core School Staffing, had Estimated Actual Expenditures of $1,267,301 compared to Budgeted Expenditures of $1,631,381, reflecting a 22% decrease. This decrease was due to staffing changes and vacancies in areas such as P.E., science, and AVID.

Action 1.2, Supplemental School Staffing, had Estimated Actual Expenditures of $500,786 compared to Budgeted Expenditures of $80,471, reflecting a 522% increase. This increase was due to the continued need for supplemental staffing to support students with academic, social-emotional, intervention, attendance, and engagement needs.

Action 1.3, Support for Students with Disabilities, had Estimated Actual Expenditures of $435,615 compared to Budgeted Expenditures of $720,125, reflecting a 40% decrease. This decrease was due to lower-than-planned special education expenditures, while the school continued to provide special education services and maintain timely IEP implementation.

Action 1.5, Technology Infrastructure and Support, had Estimated Actual Expenditures of $143,265 compared to Budgeted Expenditures of $100,108, reflecting a 43% increase. This increase was due to ongoing technology infrastructure needs, internet connectivity challenges, software support, and the need to improve effective use of technology across the campus.

Action 1.6, Fidelity to the Core Curriculum, had Estimated Actual Expenditures of $43,390 compared to Budgeted Expenditures of $52,040, reflecting a 17% decrease. This decrease was due to lower-than-planned separate curriculum expenditures, while implementation continued through existing staffing, coaching, and professional development structures.

Action 1.8, After-School Program and Summer School, had Estimated Actual Expenditures of $257,828 compared to Budgeted Expenditures of $221,115, reflecting a 17% increase. This increase was due to expanded student support needs through after-school programming, summer school, flex time, intervention, and enrichment opportunities.

Action 1.9, School Supplies, had Estimated Actual Expenditures of $5,267 compared to Budgeted Expenditures of $10,982, reflecting a 52% decrease. This decrease was due to lower-than-planned separate expenditures for school supplies and the use of existing materials and site resources.

Action 1.10, Intervention and Supplemental Materials, had Estimated Actual Expenditures of $5,309 compared to Budgeted Expenditures of $51, reflecting a significant material increase. Because the original budget was nominal, the percentage variance is not a meaningful measure; however, the variance exceeds 10% and reflects substantially greater spending than planned. This increase was due to the need to provide additional intervention and supplemental materials for students.

Action 1.11, Field Trips, had Estimated Actual Expenditures of $0 compared to Budgeted Expenditures of $5,929, reflecting a 100% decrease. This decrease was due to limited field trip implementation and the fact that some planned student participation did not occur.

Action 1.12, School Support Infrastructure, had Estimated Actual Expenditures of $865,328 compared to Budgeted Expenditures of $528,818, reflecting a 64% increase. This increase was due to increased operational, infrastructure, and site support needs necessary to maintain school operations and support implementation of the instructional program.

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

The Goal 1 actions were partially effective in making progress toward the goal. Supplemental staffing, special education supports, English learner strategies, professional development, after-school programming, summer school, and intervention supports helped address student needs. Professional development in AVID, English learner strategies, MTSS, and restorative practices supported teacher practice and classroom implementation.

However, the actions were not fully effective because staffing vacancies, technology challenges, uneven software use, partial ELD implementation, and inconsistent curriculum implementation limited full implementation. The school also identified a need to strengthen structured advisory, flex time, literacy and numeracy supports, and enrichment opportunities. Moving forward, Mare Island Technology Academy will strengthen staffing stability, technology implementation, ELD curriculum implementation, intervention systems, advisory structures, and teacher support to improve student outcomes.

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.

Goal 1 remains focused on Student Achievement. The actions and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic, Core School Staffing	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.	$980,926.00	No
1.2	Supplemental School Staffing	Implement a comprehensive supplemental staffing plan to offer more interventions based on the Multi-Tier System of Supports to close the achievement gap. The focus will be to improve academic achievement and to support students' social emotional health and well-being. Supplemental school staffing will consider student need, enrollment, and program in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Develop strategies to retain talented staff,	$102,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		onboard new staff, and evaluate all staff for continual improvement. If additional LREBG funds are received, the Charter School will provide a school counselor to support students experiencing trauma to improve their social emotional health and well-being. (LREBG)		
1.3	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$456,166.00	No
1.4	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily in ELD Support course to each English Learner in leveled groups using ELD curriculum and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Lexia Leaming is used to support students in the ELD program who are below grade-level in reading. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of duallv identified students.	$183,017.00	Yes
1.5	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure	$96,204.00	No

Action #	Title	Description	Total Funds	Contributing
		technology support is provided to teachers and staff to support instructional goals.		
1.6	Fidelity to the Core Curriculum	Ensure fidelity to the core curriculum to fully implement the high-quality curriculum which will include trainer/consultant provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate data to inform instruction. Purchase replacement, consumables, and attrition core curriculum materials for all students.	$38,136.00	No
1.7	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • AERIES Training to understand the specific needed reports and sections • NWEA MAP Training to pull reports, aggregate data, and use data to inform instruction • Core Curriculum Training to ensure full implementation with fidelity • Charter Leadership Training for School Directors • Job Alike Training for office staff • Mathematical Mindset • Understanding of Charter, Mission, Vision, and Core Values - College Going Culture • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary • Culturally Responsive Pedagogy • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students	$266,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implementation of state standards and essential learning targets • In-classroom interventions • Positive Behavior Intervention Support ("PBIS") • Education equity • Parents/Guardians as Partners • AVID Practices schoolwide: Agendas, Binders, Cornell Notes, Depth of Knowledge, etc. • Charter School Organizations and Conferences- CCSA, CSDC If additional LREBG funds are received, the Charter School will provide professional development on addressing trauma, social emotional learning, and create a more supportive and inclusive environment.		
1.8	After-School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in ELA and Math. The focus will be to remediate academic skills and to provide enrichment activities. During summer school, incoming students will be invited to bridge the transition from elementary school to middle school. School meals will be provided during Intersessions.	$215,562.00	Yes
1.9	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks and school supplies will be provided to students who are housing insecure. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$31,620.00	No
1.10	Intervention and Supplemental Materials	Provide supplemental intervention, instructional, online, text-based, and AVID-aligned materials to support students performing below grade level and strengthen achievement in reading, writing, mathematics, and college and career readiness. Identified students will receive targeted support during Flex Time, classroom instruction, and intervention periods through small group and individualized instruction. Staff will use explicit strategies to remediate literacy and numeracy skills, support access to grade-level standards, and provide additional opportunities for students to practice,	$116,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		apply, and accelerate academic skills. Supplemental resources may include AVID strategies and tools such as agendas, binders, Cornell Notes, Depth of Knowledge, writing-to-learn activities, inquiry-based learning, academic vocabulary, organization, collaboration, and college and career readiness supports.		
1.11	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum and improve school connectedness, attendance, and engagement.	$18,000.00	Yes
1.12	School Support Infrastructure	Implement a strong support infrastructure for the school through educational services, student support services, operational services, business services to support the school's instructional goals.	$968,637.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Mare Island Technology Academy will support the social emotional well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Mare Island Technology Academy ("MITA") developed this goal based on analysis of the 2025 California School Dashboard, local climate survey data, attendance data, suspension data, and educational partner feedback, which identified the continued need to strengthen student engagement, school connectedness, social emotional well being, and attendance for all students and significant student groups. Although MITA demonstrated substantial improvement in school climate indicators in 2025, including reducing the overall Suspension Rate from 13.7% in 2024 to 0.7% in 2025 and earning a "Very Low" performance level, chronic absenteeism remained elevated for several student groups, including ELs at 28.6%, African American students at 26.9%, SED students at 22.2%, Hispanic students at 20.3%, and SWD at 23.8%. Educational partners, including students, parents/guardians, teachers, classified staff, SSC, and ELAC, emphasized the importance of maintaining a safe, inclusive, and supportive learning environment that promotes positive relationships, belonging, engagement, and student wellness. Educational partners also identified the need for continued implementation of PBIS, restorative practices, counseling and wellness supports, enrichment activities, athletics, attendance interventions, and student leadership opportunities to improve school connectedness and student success. This goal was developed to address the social emotional, behavioral, and engagement needs of students while creating a positive Charter School culture that supports attendance, academic achievement, student well-being, and equitable outcomes for all students and significant student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in Good Repair	Good 2023-24	Good 2024-25	Good 2025-26	Good 2026-27	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: Spring 2024 Data Source: FIT Report	Data Year: Spring 2025 Data Source: FIT Report	Data Year: September 2025 Data Source: FIT Report	Data Year: Spring 2027 Data Source: FIT Report	
2.2	Attendance Rate	92.12% Data Year: 2023-24 Data Source: P-2 Report	93.19% Data Year: 2024-25 Data Source: P-2 Report	93.6% Data Year: 2025-26 Data Source: P-2 Report	92% Data Year: 2026-27 Data Source: P-2 Report	Exceeded Target Increased 1.48%
2.3	Chronic Absenteeism Rate	"Very High" Overall: 34% Lat: 33.8% AA/B 50% Asian 27.3% Filip 14.3% White 60% 2 or More 34.6% EL 39.4% SED: 40.4% SWD 48.3% Data Year: 2022-23 Data Source: CA Dashboard 2023	"Medium" Overall: 24.6% Lat: 25.9% AA/B 24.2% Asian 9.1% Filip 7.1% White 44.4% 2 or More 32.1% EL 37.3% LTEL 45.7% SED: 26.3% SWD 33.3% Data Year: 2023-24 Data Source: CA Dashboard 2024	"Medium" Overall: 20.6% Lat: 20.3% AA/B 26.9% Asian 13.6% Filip 6.7% White 38.9% 2 or More 36.4% EL 28.6% LTEL 31.3% SED: 22.2% SWD 23.8% Data Year: 2024-25 Data Source: CA Dashboard 2025	Overall: 19% Lat: 10% AA/B 20% Filip 0% EL 20% SED: 20% Data Year: 2025-26 Data Source: CA Dashboard 2026	Near Target Overall – Declined 13.4% Lat – Declined 13.5% AA/B – Declined 23.1% Asian – Declined 13.7% Filip – Declined 7.6% White – Declined 21.1% 2 or More – Increased 1.8% EL – Declined 10.8% SED – Declined 18.2% SWD – Declined 24.5%
2.4	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source:	0% Data Year: 2023-24	0% Data Year: 2024-25	0% Data Year: 2025-26	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS Fall 1	Data Source: CALPADS Fall 1	Data Source: CALPADS Fall 1	Data Source: CALPADS Fall 1	
2.5	Suspension Rate	"Very High" Overall: 15.1% Lat: 14.6% AA/B 32.4% Asian 0% Filip 2% White 18.8% 2 or More 18.5% EL 16.4% SED: 16.5% SWD 17.2% Data Year: 2022-23 Data Source: CA Dashboard 2023	"High" Overall: 13.7% Lat: 10.6% AA/B 24.2% Asian 0% Filip 3.4% White 47.4% 2 or More 13.8% EL 13.5% LTEL 14.3% SED: 18% SWD 18.5% Data Year: 2022-23 Data Source: CA Dashboard 2023	"Very Low" Overall: 0.7% Lat: 0.7% AA/B 0% Asian 0% Filip 0% White 5.6% 2 or More 0% EL 0% LTEL 0% SED: 0.9% SWD 4.8% Data Year: 2024-25 Data Source: CA Dashboard 2025	Overall: <4% Lat: <4% AA/B <4% Asian <4% Filip <4% White <4% 2 or More EL <4% LTEL <4% SED <4% SWD <4% Data Year: 2025-26 Data Source: CA Dashboard 2026	Exceeded Target Overall – Declined 15% Lat – Declined 13.9% AA/B – Declined 32.4% Asian – No change (0.0%) Filip – Declined 2% White – Declined 13.2% 2 or More – Declined 18.5% EL – Declined 16.4% SED – Declined 15.6% SWD – Declined 12.4%
2.6	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	<1% Data Year: 2025-26 Data Source: DataQuest	Met Target
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2022-23 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment Courses Data Year: 2023-24	100% of students enrolled in Enrichment Courses Data Year: 2024-25	100% of students enrolled in Enrichment Courses Data Year: 2025-26	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CALPADS Fall 2	Data Source: CALPADS Fall 2	Data Source: CALPADS Fall 2	
2.8	Student Surveys on the sense of safety and school connectedness	3.18 Students feel safe from violence 3.02 Students feel part of a community 3.48 Students feel a sense of community 2.77 Students feel comfortable talking to adults Data Year: 2023-24 Data Source: ACCS SCAI Survey	78.7% Students feel safe inside the classroom. 75.5% Students feel safe in the cafeteria 78.3% Students feel safe on campus 34% Students feel safe in restroom. 40.3% Students can talk to their teachers. 41.1% Students feel teachers care about them. Data Year: 2024-25 Data Source: Local Climate	3.27 Students feel safe from violence 3.33 Students feel part of a community 3.00 Students feel a sense of community 3.13 Students feel comfortable talking to adults. Data Year: 2025-26 Data Source: ACCS SCAI Survey 82.5% Students feel safe inside the classroom. 82.5% Students feel safe in the cafeteria 76.3% Students feel safe on campus 41.9% Students can talk to their teachers. 43.8% Students feel teachers care about them. 83.1% Students know how to	3.60 Students feel safe from violence 3.50 Students feel part of a community 3.90 Students feel a sense of community 3.20 Students feel comfortable talking to adults Data Year: 2026-27 Data Source: Local Climate Survey	+0.09 Students feel safe from violence +0.31 Students feel part of a community -0.48 Students feel a sense of community +0.36 Students feel comfortable talking to adults. Data Year: 2025-26 Data Source: ACCS SCAI Survey +3.8% Students feel safe inside the classroom. +7.0% Students feel safe in the cafeteria -2.0% Students feel safe on campus +1.6% Students can talk to their teachers. +2.7% Students feel teachers care about them.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				access Mental Health resources 60% Students have one trusted adult at school that they can ask for help Data Year:2025-26 Data Source: Local Climate Survey		83.1% Students know how to access Mental Health resources 60% Students have one trusted adult at school that they can ask for help Data Year:2025-26 Data Source: Local Climate Survey

Goal Analysis [2025-26]

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

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

Goal 2 was partially implemented at Mare Island Technology Academy. The Charter School continued to provide clean and safe facilities, student health supports, healthy meals, dress code support, physical education and athletics, positive school climate and culture supports, and student engagement activities.

Implementation successes included full implementation of healthy meals, continued student health supports, and continued use of wellness coaches, restorative practices, MTSS, and Tier 1 support strategies. Student health services, including medication monitoring, vision and hearing screenings, and other health-related supports, were addressed through site staff and contracted nursing support where needed. The school also continued to provide school climate supports and identified the need to improve PBIS implementation, student belonging, and the sense of school community.

Substantive differences and challenges included facility and infrastructure issues connected to an older building and limited resources. Physical education and athletics were not implemented at the planned expenditure level. Student sense of community was affected by reductions in PBIS, clubs, activities, and student engagement funding. School climate data and staff feedback showed mixed results related to safety, belonging, and community. The school identified a need to improve student feeling safe from violence, student sense of being part of the community, and teacher perception that students feel a sense of belonging.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:

Action 2.1, Clean, Safe Facilities, had Estimated Actual Expenditures of $722,282 compared to Budgeted Expenditures of $511,986, reflecting a 41% increase. This increase was due to increased facilities, maintenance, custodial, safety, and infrastructure needs connected to the school site.

Action 2.3, Healthy Meals, had Estimated Actual Expenditures of $162,830 compared to Budgeted Expenditures of $137,739, reflecting an 18% increase. This increase was due to increased student participation in the meal program and continued implementation of healthy meals for students.

Action 2.4, Dress Code Support, had Estimated Actual Expenditures of $12,848 compared to Budgeted Expenditures of $10,438, reflecting a 23% increase. This increase was due to continued student need for dress code support and school apparel.

Action 2.5, Physical Education and Athletics, had Estimated Actual Expenditures of $10,836 compared to Budgeted Expenditures of $170,235, reflecting a 94% decrease. This decrease was due to lower-than-planned physical education and athletics expenditures and limited implementation of some planned athletic supports.

Action 2.6, Positive School Climate and Culture, had Estimated Actual Expenditures of $139,856 compared to Budgeted Expenditures of $31,624, reflecting a 342% increase. This increase was due to greater-than-planned student need for wellness support, restorative practices, PBIS-related implementation, behavior support, and school climate supports.

Action 2.7, Student Engagement, had Estimated Actual Expenditures of $8,214 compared to Budgeted Expenditures of $3,159, reflecting a 160% increase. This increase was due to the need to provide additional student engagement activities, enrichment, and community-building supports.

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

The Goal 2 actions were partially effective in making progress toward the goal. Healthy meals, student health supports, dress code support, and school climate supports helped students access and participate in the school program. Wellness coaches, restorative practices, MTSS, and Tier 1 supports helped address student behavior, wellness, and social-emotional needs.

However, the actions were not fully effective because school climate, belonging, student engagement, and facilities remained areas of need. The increased spending on positive school climate and culture shows that student wellness and behavior needs were greater than originally planned. The reduction in physical education and athletics spending also shows that some planned activities were not implemented at the expected level. Moving forward, Mare Island Technology Academy will strengthen PBIS, restorative practices, student engagement, athletics, clubs, enrichment, safety supports, and schoolwide community-building practices.

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.

Goal 2 remains focused on Student Engagement. The actions and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Clean, Safe Facilities	Ensure the facility is clean and in good repair. This includes utilities, security, custodial services, maintenance supplies, and maintenance and repair costs.	$752,097.00	No
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and sex health education in grade 7 as required.	$0.00	No
2.3	Healthy Meals	Ensure all students are provided with two healthy and appealing meals daily.	$239,491.00	No
2.4	Dress Code Support	Provide uniform polos to all students to enhance school spirit and equity along with supporting students in meeting the dress code and giving students the opportunity to focus on learning.	$13,128.00	Yes
2.5	Physical Education and Athletics	Provide physical education and athletics equipment to ensure students are able to engage in the full range of activities as described in the state standards for physical education and support fitness goals as measured by the CA FitnessGram. Ensure student safety and required paperwork protocol, ensure coach safety, mandatory training and required paperwork protocol, and set and communicate practice and game/meet schedules.	$241,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports ("PBIS") to ensure a positive school climate and culture. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement and college and career readiness. Prioritize student activities, clubs, and events to create a sense of belonging for students. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$187,073.00	Yes
2.7	Student Engagement	Provide enrichment activities to connect students to school and provide them with a well-rounded education. Choices will be offered during Advisory to expand learning opportunities like art, music, dance, and cooking.	$229,738.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Mare Island Technology Academy's parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mare Island Technology Academy (“MITA”) developed this goal based on educational partner feedback, local climate survey results, and the recognition that strong family, staff, and community partnerships are essential to improving student achievement, engagement, attendance, and social emotional well-being. Educational partners, including parents/guardians, students, teachers, classified staff, administrators, SSC, and ELAC, identified the importance of maintaining consistent communication, increasing opportunities for meaningful parent engagement, strengthening collaboration between home and Charter School, and ensuring educational partners are active participants in decision making processes. Local survey data demonstrated high levels of parent satisfaction and staff engagement, while also highlighting the continued need to strengthen school connectedness, communication, attendance awareness, and family participation in programs and events that support student success. Educational partners also emphasized the importance of culturally responsive engagement opportunities, workshops for families, student showcases, community events, and leadership opportunities that encourage shared responsibility and collaboration. This goal was developed to ensure that parents/guardians, teachers, staff, and community members remain active educational partners who contribute to a positive Charter School culture and support the academic, social emotional, and enrichment needs of all students and significant student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Seek parent input & promote parental participation in programs for unduplicated students and students with	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024	Full Implementation Data Year: 2024-25 Data Source:	Full Implementation Data Year: 2024-25 Data Source:	Full Implementation and Sustainability Data Year: 2026-27	Near Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs		CA Dashboard 2024	CA Dashboard 2025	Data Source: Dashboard 2026	
3.3	Parent Satisfaction with School Program	94.9% Parents expressing high satisfaction with the school Data Year: 2023-24 Data Source: Local Climate Survey	93.2% Parents feel comfortable discussing a concern with school director. 88.6% Parents feel staff treats child fairly. 97.7% Parents feel comfortable on campus. 95.4% Parents expressing high satisfaction with the school. Data Year: 2024-25 Data Source: Local Climate Survey	4.16 Family members feel most students are safe from violence at school 4.36 Family members report students feel a sense of community 4.32 Students feel comfortable talking to adults 4.28 Family members report students feel a sense of belonging Data Year: 2025-26 Data Source: ACCS SCAI Survey 90.7% Parents feel comfortable discussing a concern with school director. 87% Parents feel staff treats child fairly. 92.6% Parents feel comfortable on campus.	80% Parents expressing high satisfaction with the school Data Year: 2026-27 Data Source: Local Climate Survey	-2.5% Parents feel comfortable discussing a concern with school director. -1.6% Parents feel staff treats child fairly. -5.1% Parents feel comfortable on campus. -1.0% Parents expressing high satisfaction with the school. Data Source: Local Climate Survey Baseline Year: 2024-25 Current Year: 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				94.4% Parents expressing high satisfaction with the school. Data Year: 2025-26 Data Source: Local Climate Survey		
3.4	Teacher/Staff Survey	3.11 Teachers/Staff feel most students are safe from violence matters of teaching 3.11 Teachers/Staff report students feel as though they are part of a community 3.78 Teachers/Staff report students feel a sense of community 3.11 Teachers/Staff report students feel welcome and comfortable in talking to adults 4.00 Teachers/Staff report students feel a sense of belonging Data Year: 2023-24 Data Source: ASSC SCAI Survey	71.5% Teachers/Staff feel students are safe from bullying and harassment on campus. 71.4% Teacher/Staff feel school implements PBIS schoolwide. 92.8% Teachers/Staff feel students are connected to school and engaged in the school community. 100% feel valued and supported at school Data Year: 2024-25 Data Source: Local Climate	3.92 Teachers/Staff feel most students are safe from violence matters of teaching 3.92 Teachers/Staff report students feel as though they are part of a community 3.77 Teachers/Staff report students feel a sense of community 3.83 Teachers/Staff report students feel welcome and comfortable in talking to adults 3.83Teachers/Staff report students feel a sense of belonging	3.60 Teachers/Staff feel most students are safe from violence matters of teaching 3.60 Teachers/Staff report students feel as though they are part of a community 4.20 Teachers/Staff report students feel a sense of community 3.60 Teachers/Staff report students feel welcome and comfortable in talking to adults 4.50 Teachers/Staff report students feel a sense of belonging	+0.81 Teachers/Staff feel most students are safe from violence matters of teaching +0.81 Teachers/Staff report students feel as though they are part of a community -0.01 Teachers/Staff report students feel a sense of community +0.72 Teachers/Staff report students feel welcome and comfortable in talking to adults -0.17 Teachers/Staff report students feel a sense of belonging

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2025-26 Data Source: ASSC SCAI Survey 63.7% Teachers/Staff feel students are safe from bullying and harassment on campus. 54.6% Teacher/Staff feel school implements PBIS schoolwide. 81.8% Teachers/Staff feel students are connected to school and engaged in the school community. 72.8% feel valued and supported at school Data Year: 2025-26 Data Source: Local Climate	Data Year: 2026-27 Data Source: Local Climate Survey	Data Source: ASSC SCAI Survey Baseline Year: 2023-24 Current Year: 2025-26 -7.8% Teachers/Staff feel students are safe from bullying and harassment on campus. -16.8% Teacher/Staff feel school implements PBIS schoolwide. -11.0% Teachers/Staff feel students are connected to school and engaged in the school community. -27.2% feel valued and supported at school Data Source: Local Climate Survey Baseline Year: 2024-25 Current Year: 2025-26
3.5	Parent Academy	7 Meetings per year	4 Meetings per year	3 Meetings per year	4 Workshops per year	Nearly Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1) Avid Parent Workshop 2) Aeries Parent Support 3) Targeted Conference Week 4) New Family Orientation (2x) 5) Screening of Screenagers documentary 6) Club Stride Parent Engagement Night Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	1) Aeries Parent Support 2) Targeted Conference Week 3) New Family Orientation (2x) Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	1) Targeted Conference Week 2)New Family Orientation (2x) Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	Data Year: 2026-27 Data Source: Local Data	
3.6	School Site Council	5 Meetings per year [9/23/23, 2/01/24, 3/19/24, 4/30/24, 5/28/24] Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	3 Meetings per year [11/19/24, 3/11/25, 5/12/25] Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	5 Meetings per year [12/11/25, 2/26/26, 3/19/26, 4/30/26, 6/4/26] Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	4 Meetings per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target
3.7	English Language Advisory Committee	3 Meetings per year [10/04/23, 10/05/23, 4/18/24] Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	4 Meetings per year [12/09/24, 01/27/25, 03/03/25, & 05/05/25] Data Year: 2024-25	5 Meetings per year [10/30/25, 1/27/26, 2/19/26, 3/19/26, 4/23/26] Data Year: 2025-26	4 Meetings per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Agenda/ Sign-in Sheets	Data Source: Agenda/ Sign-in Sheets		
3.8	Parent/Community/Town Hall	5 Meetings per year 1) Back to School Night 2) Open House 3) College and Career Expo 4) Community Health and Safety Fair 5) Multicultural Festival Data Year: 2023-24 Data Source: Calendar	4 Meetings per year 1) Back to School Night 2) Open House 3) Multicultural Festival 4) Charter renewal hearings Data Year: 2024-25 Data Source: Calendar	4 Meetings per year 1) Back to School Night 2) Open House 3) Multicultural Festival 4) Charter Oversight Committee Data Year: 2025-26 Data Source: Calendar	4 Meetings per year 1) Back to School Night 2) Open House 3) Multicultural Festival 4) College and Career Expo Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Met Target

Goal Analysis [2025-26]

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

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

Goal 3 was partially implemented at Mare Island Technology Academy. The Charter School continued to use student information and communication systems, including ARIES, ParentSquare, and other communication tools, to support communication with families and parent engagement. Parent and community engagement efforts included school-wide events, assemblies, parent education, advisory participation, and family communication about student progress.

Implementation successes included the use of ParentSquare, school-wide events, assemblies, and parent education opportunities. The school also identified the need to increase parent presence on campus, develop parent affinity groups, improve communication with families about ARIES, and help families better monitor student progress. Staff also identified the need for more professional learning and support for teachers to partner effectively with families.

Substantive differences and challenges included parent communication that was often as-needed rather than regular and systematic. The school identified a need for stronger parent academy programming, increased volunteer opportunities, more frequent family presence on campus, and improved advisory participation. Families also needed clearer and more consistent information about student progress, academic expectations, and available supports. The school also identified a need to improve teacher comfort in communicating with adults and family comfort that students are safe on campus.

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

The following action had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:

Action 3.2, Parent and Community Engagement and Advisory, had Estimated Actual Expenditures of $118,617 compared to Budgeted Expenditures of $80,621, reflecting a 47% increase. This increase was due to greater-than-planned parent and community engagement needs, expanded communication efforts, advisory-related supports, family engagement activities, and the need to strengthen family engagement systems.

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

The Goal 3 actions were partially effective in making progress toward the goal. The school used ARIES, ParentSquare, school-wide events, assemblies, and parent education opportunities to communicate with families and support family engagement. These actions helped families receive information and remain connected to the school.

However, the actions were not fully effective because communication and family engagement were not yet consistent or systematic across the school. Families needed additional support to use ARIES to monitor student progress, and the school identified a need to increase parent presence, affinity groups, volunteer opportunities, parent academy programming, and advisory participation. The increase in parent and community engagement expenditures shows that the school recognized a greater need for structured family engagement than originally budgeted. Moving forward, Mare Island Technology Academy will strengthen regular family communication, improve family access to ARIES and student progress information, increase parent engagement opportunities, expand advisory participation, and build stronger staff-family partnerships.

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.

Goal 3 remains focused on Parent and Community Engagement. The actions and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Information System and Communication	Provide consistent communication to students, families, teachers, and staff through access to the SIS system, Aeries. Families can monitor their student's attendance and grades which helps them to serve as partners in the education of their student. Provide community outreach through the ParentSquare platform to send automated voice mail, texts, and emails to families in order to keep the community updated on school wide events/information, and notification of absences/tardies. This may a/so be used by teachers to notify parents of class-specific information/notices. Communication will encourage families and community members to get involved, take leadership roles, and attend school events.	$13,821.00	No
3.2	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Griffin Days, Back to School Night, MITA Showcase, and other recruitment and engagement events to get families and community members involved with the school. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Ensure fully functioning School Site Council ("SSC") and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance.	$1,795.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$974304	$114826

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
33.117%	0.000%	$0.00	33.117%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental School Staffing **Need:** ELA Performance According to the 2025 Dashboard, overall performance in ELA remained at the “Medium” performance level with students averaging 57.1 points below standard (“DFS”). While performance declined slightly from 2024, MITA continues to perform at a higher level than in	Based on the 2025 Dashboard, CAASPP, ELPAC, and local assessment data, these actions are principally directed toward improving outcomes for unduplicated students, including ELs, FY, and SED/LI students, who continue to demonstrate lower academic achievement in ELA, Mathematics, Science, and English language proficiency. The actions provide targeted academic intervention, designated and integrated ELD, MTSS supports, differentiated instruction, counseling, and enrichment opportunities	SBAC ELA, SBAC Math, CAST Science, NWEA MAP ELA, NWEA MAP Math, ELPAC

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
	2023 when the Charter School was classified at the “Very Low” level. Hispanic students scored 82.7 points below standard, SED students scored 66 points below standard, ELs scored 81.5 points below standard, and LTELs demonstrated the greatest area of need at 124 points below standard. Filipino students performed near standard at 0.7 points below standard. On the 2025 CAASPP ELA assessment, 29.88% of students met or exceeded standard overall. Math Performance According to the 2025 Dashboard, overall Math performance remained at the “Medium” performance level with students averaging 72 points below standard. This reflects continued improvement from 2023 when Math performance was classified as “Very Low.” Hispanic students scored 101.8 points below standard, SED students scored 81.5 points below standard, ELs scored 105.3 points below standard, and LTELs scored 148 points below standard. Filipino students scored 15.4 points below standard. On the 2025 CAASPP Math assessment, 28.35% of students met or exceeded standard overall, with African American students demonstrating strong performance at 44% meeting or exceeding standard. Science According to the 2025 CAASPP CAST Science assessment results, Mare Island Technology Academy demonstrated improvement in Science achievement with	designed to address identified achievement gaps and barriers to learning. Because academically low achieving students and students needing social emotional support exist across all student groups, and because all students benefit from high quality instruction, intervention, and a positive school climate, these actions are being implemented on a Charter Schoolwide basis to maximize academic growth, engagement, and equitable access to support services for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	17.85% of students meeting or exceeding standard, an increase from 9.31% in 2024. Filipino students demonstrated the highest performance with 38.89% meeting or exceeding standard. Hispanic students met or exceeded standard at a rate of 4.66%, SED students at 12.13%, and ELs at 6.25%, demonstrating continued achievement gaps among historically underserved student groups. **Scope:** Schoolwide		
1.7	**Action:** Professional Development **Need:** According to the 2025 California School Dashboard, overall ELA performance remained at the "Medium" level with students averaging 57.1 points below standard ("DFS"), while Mathematics performance also remained at the "Medium" level with students averaging 72 points below standard. Significant student groups continued to demonstrate substantial achievement gaps. In ELA, Hispanic students scored 82.7 points below standard, SED students scored 66 points below standard, ELs scored 81.5 points below standard, and LTELs scored 124 points below standard. In Mathematics, Hispanic students scored 101.8 points below standard, SED students scored 81.5 points below standard, ELs scored 105.3 points below standard, and LTELs scored 148 points below standard. Additionally, the	Based on the 2025 Dashboard, CAASPP, CAST Science, ELPAC, and local assessment data, this action is principally directed toward improving outcomes for ELs, FY, and SED/LI students who continue to perform below standard in ELA, Mathematics, Science, and English language proficiency. Professional development strengthens teachers' and staff members' ability to implement effective instructional strategies, analyze student data, differentiate instruction, provide targeted intervention, support English language development, implement MTSS and PBIS, and ensure equitable access to rigorous standards aligned instruction for historically underserved student groups. Because all students, including academically low achieving students and students needing social emotional and behavioral supports, benefit from highly effective instruction and consistent implementation of research-based practices, this action is being implemented on a Charter Schoolwide basis to improve instructional	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, ELPAC Summative Assessment Results, 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
	English Learner Progress Indicator ("ELPI") declined to the "Very Low" performance level in 2025, with only 37.2% of ELs making one year of progress toward English language proficiency. CAST Science results also demonstrated achievement gaps among significant student groups, with only 4.66% of Hispanic students, 6.25% of ELs, and 12.13% of SED students meeting or exceeding standards. These data demonstrate the continued need for high quality professional development focused on standards aligned instruction, differentiated instructional strategies, MTSS, integrated and designated ELD, culturally responsive pedagogy, data analysis, intervention practices, and supports for historically underserved students. **Scope:** Schoolwide	effectiveness, student engagement, and academic outcomes for all students.	
1.8	**Action:** After-School Program and Summer School **Need:** According to the 2025 California School Dashboard, overall ELA performance remained at the "Medium" level with students averaging 57.1 points below standard ("DFS"), while Mathematics performance remained at the "Medium" level with students averaging 72 points below standard. Significant student groups, including Hispanic students, ELs, SED students, and LTELs, continued to perform substantially below standard in both ELA and Mathematics. In ELA, ELs scored 81.5 points	Based on the 2025 Dashboard, CAASPP, CAST Science, ELPAC, and local assessment data, this action is principally directed toward improving outcomes for ELs, FY, and SED/LI students who continue to demonstrate lower academic achievement and higher rates of chronic absenteeism. The after school program and summer school provide targeted intervention, remediation, enrichment activities, and additional instructional time in ELA and Mathematics to accelerate academic growth and address unfinished learning. The programs also provide opportunities for student engagement, school connectedness, and support during key transition periods, including the transition from elementary	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, Attendance Rate, Chronic Absenteeism Rate, Student Participation Data.

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
	below standard and Hispanic students scored 82.7 points below standard. In Mathematics, ELs scored 105.3 points below standard, Hispanic students scored 101.8 points below standard, and LTELs scored 148 points below standard. CAST Science results also demonstrated achievement gaps among significant student groups, with only 6.25% of ELs, 4.66% of Hispanic students, and 12.13% of SED students meeting or exceeding standards. Additionally, chronic absenteeism rates remained elevated for ELs, SED students, and other significant student groups, demonstrating the continued need for additional academic support, enrichment opportunities, and increased student engagement beyond the regular instructional day. **Scope:** Schoolwide	school to middle school. Because academically low achieving students and students needing additional engagement and enrichment supports exist across all student groups, and because all students benefit from expanded learning opportunities and additional academic support, this action is being implemented on a Charter Schoolwide basis to maximize academic achievement, engagement, and equitable access to intervention and enrichment opportunities for all students.	
1.10	**Action:** Intervention and Supplemental Materials **Need:** According to the 2025 California School Dashboard, significant student groups, including ELs, Hispanic students, SED students, and LTELs, continued to perform below standard in ELA, Mathematics, and Science. Overall ELA performance remained at the “Medium” level with students averaging 57.1 points below standard (“DFS”), while Mathematics performance remained at the “Medium” level with students averaging 72	Based on the 2025 Dashboard, CAASPP, CAST Science, ELPAC, and local assessment data, this action is principally directed toward improving outcomes for ELs, FY, and SED/LI students who continue to demonstrate lower academic achievement in reading and mathematics. The action provides supplemental intervention materials, online instructional programs, small group intervention, explicit literacy and numeracy strategies, and differentiated supports designed to remediate unfinished learning and accelerate academic growth. Students will engage with standards aligned instruction and real-world learning experiences that strengthen academic	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, ELPAC Summative Assessment Results, 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
	points below standard. ELs scored 81.5 points below standard in ELA and 105.3 points below standard in Mathematics. Hispanic students scored 82.7 points below standard in ELA and 101.8 points below standard in Mathematics. Additionally, CAST Science results demonstrated continued achievement gaps among significant student groups. These data demonstrate the need for targeted intervention, supplemental instructional materials, differentiated support, and additional opportunities for students to strengthen literacy and numeracy skills. **Scope:** Schoolwide	skills and engagement. Because academically low achieving students exist across all student groups and because all students benefit from targeted intervention, supplemental instructional materials, and differentiated academic support, this action is being implemented on a Charter Schoolwide basis to improve academic achievement and equitable access to intervention services for all students.	
1.11	**Action:** Field Trips **Need:** According to the 2025 California School Dashboard, chronic absenteeism remained elevated for several significant student groups, including ELs, SED students, Hispanic students, African American students, and students with disabilities. The overall chronic absenteeism rate was 20.6%, while ELs had a chronic absenteeism rate of 28.6%, SED students 22.2%, Hispanic students 20.3%, and African American students 26.9%. Educational partner feedback and local climate data also identified the need to improve student engagement, school connectedness, and access to enrichment opportunities,	Based on Dashboard data, local climate surveys, and educational partner feedback, this action is principally directed toward improving engagement, attendance, and school connectedness for ELs, FY, and SED/LI students who may experience barriers to participation in enrichment and experiential learning opportunities outside of school. Field trips provide students with standards aligned, hands on learning experiences that increase engagement, reinforce classroom instruction, expose students to college and career opportunities, and strengthen relationships between students, peers, and staff. Field trips also support social emotional well being, motivation, and school connectedness, which contribute to improved attendance and academic engagement. Because all students benefit from experiential learning opportunities, enrichment activities, and increased school connectedness, this action is	Broad Course of Study, Attendance Rate, Chronic Absenteeism Rate, Student Survey Data, Participation Data, Local Climate Survey Results.

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
	particularly for historically underserved student groups. **Scope:** Schoolwide	being implemented on a Charter Schoolwide basis to ensure equitable access and participation for all students.	
2.4	**Action:** Dress Code Support **Need:** According to the 2025 California School Dashboard, chronic absenteeism remained elevated for several significant student groups, including ELs at 28.6%, African American students at 26.9%, SED students at 22.2%, Hispanic students at 20.3%, and SWD at 23.8%. Educational partner feedback and local climate data also identified the continued need to strengthen school connectedness, student engagement, and equitable access to school resources for historically underserved student groups, including ELs, FY, and SED/LI students. **Scope:** Schoolwide	This action is principally directed toward supporting ELs, FY, and SED/LI students by reducing barriers related to equity, school participation, and school connectedness. Providing uniform polos supports equitable access to required dress code items, strengthens school identity and belonging, and reduces potential distractions or social stigma related to economic differences among students. The action supports a safe, inclusive, and positive learning environment that encourages students to focus on learning and engagement. Because all students benefit from a positive school culture, school pride, and equitable access to school resources, this action is being implemented on a Charter Schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Student Survey Data, Local Climate Survey Results.
2.5	**Action:** Physical Education and Athletics **Need:** According to the 2025 California School Dashboard, chronic absenteeism remained elevated among several significant student groups, including ELs at 28.6%, African	This action is principally directed toward supporting ELs, FY, and SED/LI students by providing equitable access to physical education, athletics, and wellness opportunities that support social emotional well being, student engagement, and school connectedness. Providing athletics equipment, safety supports, coach training, and organized sports opportunities encourages	Attendance Rate, Chronic Absenteeism Rate, FitnessGram Results, Student Participation Data, Local Climate Survey Results.

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
	American students at 26.9%, SED students at 22.2%, Hispanic students at 20.3%, and SWD at 23.8%. Educational partners also identified the need to improve student engagement, school connectedness, wellness, and access to extracurricular opportunities, particularly for historically underserved student groups who may have limited access to organized athletics and enrichment activities outside of the Charter School setting. **Scope:** LEA-wide	positive peer relationships, teamwork, leadership development, and healthy lifestyles while increasing motivation and engagement in school. Athletics and physical education opportunities also contribute to improved attendance and connectedness to the Charter School community. Because all students benefit from access to physical activity, wellness opportunities, and extracurricular engagement, this action is being implemented on a Charter Schoolwide basis.	
2.6	**Action:** Positive School Climate and Culture **Need:** According to the 2025 California School Dashboard, MITA demonstrated substantial improvement in Suspension Rates, decreasing from 13.7% in 2024 to 0.7% overall in 2025 and earning a “Very Low” performance level. Suspension rates improved significantly for Hispanic students to 0.7%, ELs to 0%, African American students to 0%, Filipino students to 0%, and SED students to 0.9%, although SWD remained higher at 4.8% and White students at 5.6%. Despite this progress, chronic absenteeism remained elevated for several significant student groups, including ELs at 28.6%, African American students at 26.9%, SED students at 22.2%, Hispanic students at 20.3%, and SWD at 23.8%. Local climate survey data and educational partner feedback identified the continued need to strengthen	This action is principally directed toward supporting ELs, FY, and SED/LI students by improving school climate, engagement, attendance, and student connectedness through PBIS, restorative justice practices, incentives, student activities, assemblies, clubs, and attendance interventions. These strategies are designed to reduce suspensions, improve attendance, strengthen relationships between students and staff, and create a safe, inclusive, and supportive learning environment that promotes social emotional well-being and academic success. The action also provides students with opportunities to build leadership skills, positive peer relationships, and a stronger sense of belonging within the Charter School community. Because all students benefit from a positive school climate and strong social emotional supports, this action is being implemented on a Charter Schoolwide basis to improve engagement, connectedness, and outcomes for all students.	Suspension Rate, Attendance Rate, Chronic Absenteeism Rate, Student Survey Data, Local Climate Survey Results, Student Participation Data.

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
	student engagement, belonging, attendance, restorative practices, and social emotional supports. **Scope:** Schoolwide		
3.2	**Action:** Parent and Community Engagement and Advisory **Need:** According to the 2025 California School Dashboard and local climate survey data, MITA continues to prioritize increasing parent input, family engagement, and participation in programs that support unduplicated students and students with exceptional needs, including ELs, FY, SED/LI students, and SWD. Educational partner feedback identified the need to strengthen communication between home and Charter School, increase participation in advisory committees and family events, provide parents/guardians with tools to support student learning and attendance, and create additional opportunities for meaningful involvement in decision making processes. Parent engagement is especially important for significant student groups who continue to demonstrate elevated chronic absenteeism rates and lower academic performance on the Dashboard. **Scope:**	Based on educational partner input and participation data, this action is principally directed toward increasing parent input, engagement, and participation for ELs, FY, and SED/LI students through culturally responsive outreach, Parent Academy workshops, advisory committee participation, school events, and ongoing communication opportunities. Schoolwide events, SSC, ELAC, parent education opportunities, and community engagement activities provide families with meaningful opportunities to participate in decision making, support student learning at home, strengthen attendance and engagement, and build stronger relationships between home and Charter School. The action also supports social emotional well-being, school connectedness, and equitable access to information and resources for historically underserved student groups. Because all students benefit when parents/guardians are actively engaged as partners in education and because strong family and community relationships positively impact student achievement, attendance, and well-being, this action is being implemented on a Charter Schoolwide basis.	Parent Participation Data, SSC Participation Data, ELAC Participation Data, Parent Survey Results, Local Climate Survey Results, Attendance Rate, Chronic Absenteeism Rate.

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support for English Learners **Need:** According to the 2025 California School Dashboard, the English Learner Progress Indicator ("ELPI") declined from the "High" performance level in 2024 to the "Very Low" performance level in 2025, with only 37.2% of ELs making one year of progress toward English language proficiency. Additionally, ELs continued to perform below standard in ELA, Mathematics, and Science on the 2025 CAASPP assessments. ELs scored 81.5 points below standard in ELA and 105.3 points below standard in Mathematics on the Dashboard, while only 6.25% of ELs met or exceeded Science standards on the CAST assessment. These results demonstrate the continued need for targeted designated and integrated ELD instruction, language acquisition support, academic intervention, and instructional strategies specifically designed to address the linguistic and	This action is specifically designed to address the identified needs of ELs by providing daily designated ELD instruction in leveled groups taught by appropriately credentialed teachers, integrated ELD support within core content areas, and supplemental curriculum and intervention programs to accelerate English language acquisition and academic achievement. Teachers will utilize research based instructional strategies, including the Sheltered Instruction Observation Protocol ("SIOP"), academic vocabulary development, scaffolding instruction at grade level standards, and differentiated instructional supports aligned with the CA Roadmap for English Learners and the English Learner Master Plan. Professional development will strengthen teachers' understanding of effective strategies for ELs, reclassification criteria, and supports for dually identified students to improve English language proficiency, academic performance, and redesignation outcomes.	EL Reclassification Rate, ELPI, ELPAC Summative Assessment Results, CAASPP ELA and Mathematics results for ELs, CAST Science results for ELs.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic needs of ELs, including dually identified students. **Scope:** Limited to Unduplicated Student Group(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.

Mare Island Technology Academy identified Goal 1, Action 1.4, Support for English Learners, as a limited contributing action associated with a Planned Percentage of Improved Services rather than an expenditure of LCFF funds. The methodology used to determine the contribution of this action was based on the estimated cost the Charter School would otherwise incur to provide the increased or improved services for ELs if the action were funded directly with LCFF funds.

MITA calculated the value of the action by estimating the staff time, planning, monitoring, collaboration, instructional support, data review, and English Learner program implementation needed to provide increased and improved services beyond the base program. This includes designated and integrated ELD support, implementation of the English Learner Master Plan, academic vocabulary development, scaffolding for access to grade-level standards, progress monitoring, and targeted supports for ELs and LTELs. The estimated value of those services was then divided by the Projected LCFF Base Grant and converted to a percentage. That percentage is reflected in the Contributing Summary Table as the Planned Percentage of Improved Services for the limited action.

This methodology aligns the planned percentage with the estimated value of the increased or improved services provided to ELs, rather than identifying a separate LCFF expenditure. The action is intended to address the identified need that ELPI declined to Very Low, with 37.2% of ELs making progress toward English language proficiency, and that ELs continued to perform below standard in both ELA and Math.

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.

Mare Island Technology Academy is eligible for additional concentration grant add-on funding because more than 55% of the Charter School's enrollment consists of students who are foster youth, English learners, and/or low-income students. MITA's 2025 Dashboard enrollment includes 64.9% SED students, 19.3% ELs, and 0.8% foster youth, demonstrating that the Charter School serves a high concentration of unduplicated pupils.

The additional concentration grant add-on funding will be used to increase and maintain staff who provide direct services to students, particularly ELs, SED students, foster youth, and other historically underserved student groups. These funds will support supplemental school staffing, intervention and support staff, English Learner supports, counseling and wellness staff, attendance and engagement supports, and staff who provide direct academic intervention during the school day, after school, summer school, and intersession. These staff members will provide direct services such as small-group instruction, targeted ELA and Math intervention, designated and integrated ELD support, academic progress monitoring, student check-ins, social emotional support, attendance outreach, and coordination of tiered supports through MTSS.

This staffing plan is aligned to MITA's identified needs in the LCAP, including continued achievement gaps in ELA, Math, and Science, the decline in ELPI to Very Low with 37.2% of ELs making progress, chronic absenteeism at 20.6%, and the need to sustain school climate improvements. By using the additional concentration grant add-on funds to increase the number of staff providing direct services to students, MITA will strengthen intervention, improve access to academic and language supports, provide more timely social emotional and attendance interventions, and increase the level of individualized support available to students at the Charter School.

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		1:18
Staff-to-student ratio of certificated staff providing direct services to students		1:37

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2942007	974304	33.117%	0.000%	33.117%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,916,311.00	$946,833.00	$6,704.00	$283,149.00	$5,152,997.00	$2,913,564.00	$2,239,433.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Basic, Core School Staffing	All	No			All Schools	2026-27	$980,926.00	$0.00	$788,901.00	$192,025.00	$0.00	$0.00	$980,926.00	
1	1.2	Supplemental School Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$102,922.00	$102,922.00	$0.00	$0.00	$0.00	$102,922.00	0
1	1.3	Support for Students with Disabilities	Students with Disabilities	No			All Schools	2026-27	$314,261.00	$141,905.00	$26,172.00	$384,324.00	$0.00	$45,670.00	$456,166.00	
1	1.4	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$183,017.00	$0.00	$183,017.00	$0.00	$0.00	$0.00	$183,017.00	0
1	1.5	Technology Infrastructure and Support	All	No			All Schools	2026-27	$0.00	$96,204.00	$73,171.00	$23,033.00	$0.00	$0.00	$96,204.00	
1	1.6	Fidelity to the Core Curriculum	All	No			All Schools	2026-27	$0.00	$38,136.00	$38,136.00	$0.00	$0.00	$0.00	$38,136.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$256,018.00	$10,571.00	$245,185.00	$0.00	$0.00	$21,404.00	$266,589.00	0
1	1.8	After-School Program and Summer School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$92,132.00	$123,430.00	$0.00	$215,562.00	$0.00	$0.00	$215,562.00	0
1	1.9	School Supplies	All	No			All Schools	2026-27	$0.00	$31,620.00	$31,620.00	$0.00	$0.00	$0.00	$31,620.00	
1	1.10	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$94,683.00	$22,263.00	$22,263.00	$0.00	$0.00	$94,683.00	$116,946.00	0

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	1.11	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$18,000.00	$18,000.00	$0.00	$0.00	$0.00	$18,000.00	0
1	1.12	School Support Infrastructure	All	No			All Schools	2026-27	$212,928.00	$755,709.00	$968,637.00	$0.00	$0.00	$0.00	$968,637.00	
2	2.1	Clean, Safe Facilities	All	No			All Schools	2026-27	$98,275.00	$653,822.00	$752,097.00	$0.00	$0.00	$0.00	$752,097.00	
2	2.2	Student Health	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Healthy Meals	All	No			All Schools	2026-27	$73,121.00	$166,370.00	$26,136.00	$91,963.00	$0.00	$121,392.00	$239,491.00	
2	2.4	Dress Code Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$13,128.00	$13,128.00	$0.00	$0.00	$0.00	$13,128.00	0
2	2.5	Physical Education and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$219,793.00	$21,336.00	$241,129.00	$0.00	$0.00	$0.00	$241,129.00	
2	2.6	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$168,617.00	$18,456.00	$147,147.00	$39,926.00	$0.00	$0.00	$187,073.00	0
2	2.7	Student Engagement	All	No			All Schools	2026-27	$219,793.00	$9,945.00	$229,738.00	$0.00	$0.00	$0.00	$229,738.00	
3	3.1	Student Information System and Communication	All	No			All Schools	2026-27	$0.00	$13,821.00	$7,399.00	$0.00	$6,422.00	$0.00	$13,821.00	
3	3.2	Parent and Community Engagement and Advisory	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$1,795.00	$1,513.00	$0.00	$282.00	$0.00	$1,795.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2942007	974304	33.117%	0.000%	33.117%	$974,304.00	0.000%	33.117 %	**Total:**	$974,304.00
								LEA-wide Total:	$241,129.00
								Limited Total:	$183,017.00
								Schoolwide Total:	$550,158.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Supplemental School Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$102,922.00	0
1	**1.4**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$183,017.00	0
1	**1.7**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$245,185.00	0
1	**1.8**	After-School Program and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	0
1	**1.10**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$22,263.00	0
1	**1.11**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,000.00	0
2	**2.4**	Dress Code Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	$13,128.00	0

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 (%)
					Low Income			
2	**2.5**	Physical Education and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,129.00	
2	**2.6**	Positive School Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$147,147.00	0
3	**3.2**	Parent and Community Engagement and Advisory	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,513.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,633,150.00	$5,044,255.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Basic, Core School Staffing	No	$1,631,381.00	1267301
1	**1.2**	Supplemental School Staffing	Yes	$80,471.00	500786
1	**1.3**	Support for Students with Disabilities	No	$720,125.00	435615
1	**1.4**	Support for English Learners	Yes	$78,923.00	72300
1	**1.5**	Technology Infrastructure and Support	No	$100,108.00	143265
1	**1.6**	Fidelity to the Core Curriculum	No	$52,040.00	43390
1	**1.7**	Professional Development	Yes	$257,405.00	272383
1	**1.8**	After-School Program and Summer School	Yes	$221,115.00	257828
1	**1.9**	School Supplies	No	$10,982.00	5267
1	**1.10**	Intervention and Supplemental Materials	Yes	$51.00	5309
1	**1.11**	Field Trips	Yes	$5,929.00	0

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	**1.12**	School Support Infrastructure	No	$528,818.00	865328
2	**2.1**	Clean, Safe Facilities	No	$511,986.00	722282
2	**2.2**	Student Health	No	$0.00	0
2	**2.3**	Healthy Meals	No	$137,739.00	162830
2	**2.4**	Dress Code Support	Yes	$10,438.00	12848
2	**2.5**	Physical Education and Athletics	Yes	$170,235.00	10836
2	**2.6**	Positive School Climate and Culture	Yes	$31,624.00	139856
2	**2.7**	Student Engagement	No	$3,159.00	8214
3	**3.1**	Student Information System and Communication	No	$0.00	0
3	**3.2**	Parent and Community Engagement and Advisory	Yes	$80,621.00	118617

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
894342	$936,812.00	$923,041.00	$13,771.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental School Staffing	Yes	$80,471.00	500786	0	
1	1.4	Support for English Learners	Yes	$78,923.00	72300	0	
1	1.7	Professional Development	Yes	$257,405.00	144989	0	
1	1.8	After-School Program and Summer School	Yes	221115	0	0	
1	1.10	Intervention and Supplemental Materials	Yes	$51.00	5309	0	
1	1.11	Field Trips	Yes	$5,929.00	0	0	
2	2.4	Dress Code Support	Yes	$10,438.00	12848	0	
2	2.5	Physical Education and Athletics	Yes	$170,235.00	10836		
2	2.6	Positive School Climate and Culture	Yes	31624	57356	0	
3	3.2	Parent and Community Engagement and Advisory	Yes	$80,621.00	118617	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2947149	894342	0	30.346%	$923,041.00	0.000%	31.320%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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