

**Special Meeting of
Madera County Board of Education
Tuesday, June 16, 2026
3:30 p.m.**

This meeting will be held at
1105 South Madera Avenue, Conference Room 5,
Madera, CA 93637

AGENDA

Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.

1.0 Call to Order

- 1.1 Flag Salute

2.0 Consideration of Minutes

- 2.1 Regular Meeting June 9, 2026 (Action) [Board]

3.0 Adoption of Board Agenda

(Action) [Board]

4.0 Information

- 4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

- 4.2 Letters and Communications

- 4.3 Non-School Sources

- 4.4 Member Report(s) [Members]

5.0 Information from the Superintendent and Staff

- 5.1 Presentation of Local Indicators Selection
[Review of local indicators for dashboard] [Cogan]

- 5.1.1 Madera County Superintendent of Schools
- 5.1.2 Pioneer Technical Center
- 5.1.3 Madera County Independent Academy

5.2 County Summary of LCFF Services to Madera
County LEAs and Schools
[Acceptance of summary]

[Torres-Barton]

6.0 Old Business

7.0 Closed Session

CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Code Section 54956.8

7.1 Property: 200 W. Lewis Street, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Dennis Cowles, Property Owner

Under Negotiation: Price and Terms of Payment

7.2 Property: 322 Madera Avenue – Parcel B, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Matthew Treber, Madera County Administrative Officer

Under Negotiation: Price and Terms of Payment

8.0 New Business

8.1	Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA) [Adopt LCAP for MCIA]

(Action)

[Cogan]

8.2 Consideration Approval of 2026-2027 Budget for Madera County Independent Academy (MCIA)
[Approval of budget] (Action) [Verduzco]

8.3 Consideration Adoption of Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC) [Adopt LCAP for PTC] (Action) [Cogan]

8.4 Consideration Approval of 2026-2027 Budget for Pioneer Technical Center (PTC)
[Approval of budget] (Action) [Verduzco]

8.5 Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS) [Adopt LCAP for MCSOS] (Action) [Cogan]

8.6 Consideration Approval of 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS)
[Approval of budget] (Action) [Verduzco]

8.7 Consideration of Annual Federal Addendum to LCAPs
[Review of requirement for ESA LEA Plan] (Action) [Cogan]
8.7.1 Madera County Superintendent of Schools
8.7.2 Pioneer Technical Center
8.7.3 Madera County Independent Academy

9.0 Other

10.0 Adjournment

**Minutes of
Madera County Board of Education
June 9, 2026**

In Attendance: Danny Bonilla, Shelley Deniz, Tammy Loveland, Dianna Marsh, Wallace Nishimoto, Alfred Soares, Jr., Tricia Protzman, Executive Secretary

Absent: Cathie Bustos

Also present: Austin Burris, Joe Casarez, Mayson Cisneros, Fred Cogan, Ricardo Garza, Aurora Mora, Joseph Mora, Arturo Morado, Andrea Moreno, Jennifer Pascale, Lincoln Pascale, Hugo Sanchez, Dr. Elia Torres-Barton, Marisol Verduzco

1.0 Call to Order

1.1 Flag Salute

Vice President Marsh called the meeting to order at 3:33 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting May 12, 2026

Danny Bonilla moved to approve the minutes of May 12, 2026, seconded by Alfred Soares, Jr. and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos, Nishimoto

3.0 Adoption of Board Agenda

Shelley Deniz moved to adopt the agenda as presented, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos, Nishimoto

4.0 Information

4.1 Public Comment

Vice President Marsh stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda.

(G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

4.2.1 Award of Excellence

Superintendent Protzman welcomed students and families in attendance. She introduced Program Director, Career & Alternative Education Services Hugo Sanchez.

- Arturo Morado, 2nd Place Winner in the Advanced Category of the 5th Annual ROP Showdown

Mr. Sanchez thanked families for supporting their students and attending the Board meeting. He talked briefly about the growth of CTE programs and a few of the competitions students participated in this year.

Arturo Morado competed in the ROP Wood Working Showdown hosted by Central East in the advanced category. He built a small cabinet in approximately six hours. He competed against students from comprehensive high schools including: Central East, Kerman, Mendota, Orosi, and CTEC High School. Mr. Morado modified the design for better functionality and appearance and won second place.

Mr. Morado explained competitions such as this one help students learn to work with others and develop a team mentality. Now that he has graduated, Mr. Morado is working to join the IBW Electrical Union.

Career Technical/Trade Instructor Lincoln Pascale expressed his pride in Mr. Morado and his accomplishments throughout his high school career.

Wallace Nishimoto arrived at 3:36 p.m.

- Pioneer Technical Center, 2nd Place Winner in the 1st Annual Sanger High Fabrication Contest
 - Ricardo Garza
 - Austin Burris
 - Mayson Cisneros
 - Joseph Mora

Mr. Sanchez explained these four students competed in the First Annual Fabrication Contest hosted by Sanger High School. The goal was to fabricate a welding shop tool within a six-hour period. As the students practiced, they realized that they were not going to be able to complete their design in the allotted time. Mr. Pascale changed the design on the Friday evening before the competition. He sent his hand drawing via text to the students to review over the weekend. Without practicing the new design, the team performed

flawlessly defeating Bakersfield Del-Oro, Oroquieta, Fresno, Central, and Riverdale High Schools. PTC took second place to the host school, Sanger High.

Mrs. Marsh asked what happens to the things built by the class. Mr. Sanchez explained that some items are used in the classroom. However, if someone is interested in buying an item, MCSOS now has a process in place.

Other items under Letters and Communications included:

- Mrs. Protzman attended graduations and promotions throughout the county including: Madera High School, Madera South High School, Gould Educational Center, Career Technical & Alternative Education Services (PTC graduation & MCIA promotion), Glacier High School Charter, and the Early Education promotion.
- Mrs. Protzman attended Salute to Education hosted by the Chamber of Commerce. Distinguished Teachers of the Year were: Susana Mesa, Justin Adams, Leticia Cuevas, and Robert Shockley.
- Mrs. Protzman explained that during COVID a sensory garden was donated by the Madera Rotary Club and installed at Gould Educational Center. However, a dedication was never completed. A plaque was installed in gratitude of the Rotary and the dedication was commemorated with a photograph in the Madera Tribune.
- Madera USD renamed Ceasar Chavez Elementary. The new name is Cottonwood Creek Elementary.
- Mrs. Protzman distributed copies of the end-of-year newsletter, *Milestones and Moments*.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

None

4.5 Madera County Foundation Board Report

The Foundation Board will meet tomorrow.

4.6 Member Report(s)

Mr. Bonilla informed the group that Chowchilla High student Asterisk Tally competed in the U.S. open and placed second in the amateur competition.

Mrs. Marsh congratulated Mrs. Protzman on successfully winning the Superintendent election.

5.0 Information from the Superintendent and Staff

Vice President Marsh opened the Public Hearing on the Local Control Accountability

Plan (LCAP) for Madera County Independent Academy (MCIA) at 4:11 p.m.

5.1 Consideration of Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA)

Mr. Cogan highlighted the growth table on page seven. Students are improving in ELA and Math. ELD continues to grow. Students and families are participating more, which speaks for the safe environment. Students are feeling more connected. A challenge for MCIA is that chronic absenteeism is creeping back up. To address this issue, Ms. Falcon has returned to CAES and will be working to assist in this area.

The public hearing closed at 4:17 p.m.

The Public Hearing on the Proposed 2026-2027 Budget for Madera County Independent Academy (MCIA) opened at 4:18 p.m.

5.2 Consideration of Proposed 2026-2027 Budget for Madera County Independent Academy (MCIA)

Mrs. Verduzco explained the proposed 2026-2027 MCIA budget was built on the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA) is 52.73 and 1.22 for Probation referred students.
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% for the 2026-2027 year, increase to 26.80% in the 2027-2028 year, and decrease to 25.90% in the 2028-2029 year.
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals.

7. The budget reflects a net decrease to the ending fund balance of \$227,642 on the unrestricted side and a decrease of \$5,313 on the restricted side totaling an overall decrease in ending fund balance of \$232,955.

Mrs. Verduzco stated the final budget should be signed on June 15. However, even after the budget is signed, there could be trailer bill language that modifies the budget. If there are changes, those will be brought to the Board.

The public hearing closed at 4:25 p.m.

The Public Hearing on the Local Control Accountability Plan for Pioneer Technical Center (PTC) opened at 4:26 p.m.

5.3 Consideration of Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC)

Mr. Cogan stated graduation rates have improved significantly. SEL is strong. A senior seminar day was offered. The guest speaker was Dr. Victor Rios. Other offerings at the seminar included: personal finance, writing a resume, and how to build resilience.

Some challenges for PTC include: students are not at grade level and student transiency.

Mr. Cogan noted that a financial figure was missing on page 35, which will affect six other pages. The revisions will be brought to the Board at the June 16th meeting.

The Public Hearing closed at 4:39 p.m.

The Public Hearing on the Proposed 2026-2027 Budget for Pioneer Technical Center (PTC) 4:40 p.m.

5.4 Consideration of Proposed 2026-2027 Budget for Pioneer Technical Center (PTC)

Mrs. Verduzco explained the 2026-2027 proposed budget for PTC was built on the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA) is 171.45 and 11.62 for Probation referred students.

3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% for the 2026-2027 year, increase to 26.80% in the 2027-2028 year, and decrease to 25.90% in the 2028-2029 year.
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals.
7. The budget reflects a net decrease to the ending fund balance of \$157,524 on the unrestricted side and a decrease of \$86,498 on the restricted side totaling an overall decrease in ending fund balance of \$244,022.

The Public Hearing closed at 4:41 p.m.

The Public Hearing on Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS) opened at 4:42 p.m.

5.5 Consideration of Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS)

Mr. Cogan explained that the number of incarcerated youth increased. This year, MCSOS served more than 200 students. Of those, 59 have been incarcerated more than once. Students earned close to 2000 credits. The credit acceleration program is effective. The SEL program is solid and the counseling program is working.

Challenges include: student transiency, students with severe academic struggles, and data reporting due to the small amount of students in the program.

Ms. Drake added that funds under Goal 1, Action 18 are being used toward a physical therapy (PT) assistant. Previously, physical therapy services were being offered virtually only. The PT assistant works in conjunction with the virtual PT. This has been well received by parents and staff and is more effective for students.

Mrs. Protzman offered to host a tour at the facility for Board members.

The Public Hearing closed at 4:58 p.m.

The Public Hearing on the Proposed 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS) opened at 4:59 p.m.

5.6 Consideration of Proposed 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS)

1. We assumed COLA (Cost-of-Living Adjustment) applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. 2.87% applied to some categoricals, including Special Education, Foster Youth, etc.
 - c. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA):
 - a. 41.07 for Juvenile Hall (2024-25 Annual ADA)
 - b. 312.89 for Special Education (2025-26 P-2 ADA).
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% (approximately \$47,513 decrease) for the 2026-2027 year, increase to 26.80% in the 2027-2028 year (approximately \$46,793 increase) and 25.90% in the 2028-2029 year (decreasing by approximately \$104,335).
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Early Childhood Education funding is budgeted at the same current year amounts for California State Preschool Program (CSPP), General Child Care (CCTR) and other programs. Standard Reimbursement Rate for CSPP/CCTR programs are also budgeted to remain flat.
7. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals. Additional staff development is envisioned to support students from lower income households, English Learners, and Foster & Homeless youth.
8. The budget as it now stands reflects an increase to the ending Unrestricted General Fund balance of \$785,877 and a decrease of \$1,316,734 in Restricted General Fund balance. This brings the overall General Fund balance to a net decrease of \$530,857.
9. Ed Code 42127 requires that the minimum recommended reserve for economic uncertainties be identified along with amounts above the minimum and the

assigned and unassigned ending balances which are included in the budget document. The required reserve for uncertainty represents only a few weeks of payroll. The Government Finance Officers Association recommends reserving an amount equal to or not less than two months of general fund operating expenditures, or 17% of general fund expenditures and other financing uses. MCSOS is budgeted to end the 26-27 year with a 19.30% Unrestricted Ending Fund Balance. 17% is reserved for economic uncertainties, and 2.30% is unassigned. Receipt of one-time funds has allowed us to increase the reserve to this level. The Department of Finance cautions that the out-years may see budget reductions and a need to dip into reserves.

The Public Hearing closed at 5:04 p.m.

5.7 Consideration of Title 15 Annual Review of the Education Program

Mr. Cogan stated the Annual Review is an educational programmatic review of the facilities. The law changed in 2014, requiring the Superintendent and one other qualified agency or individual to perform the review. Previously, the principal reviewed another facility and the principal from that facility reviewed our program. The law was only recently explained to Mr. Cogan by an individual in Sacramento. The inspection tool was provided for the Board to review. The review will take place in late June or early July depending on the availability of a Board member.

6.0 Old Business

None

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from May 1-30, 2025. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews their waiver request, emergency permit, initial and/or renewal credential application packet.

Alfred Soares, Jr., moved to ratify the TCCs, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. Verduzco provided a list of equipment declared obsolete. The list included laptops/computers and network devices.

Danny Bonilla moved to approve the list of equipment declared obsolete, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.3 Consideration Annual Statement of Investment Policy

Mrs. Verduzco reported Section 53646 of the Government Code requires that the chief fiscal officer of each local agency render to the governing board a statement of investment policy on an annual basis. If all of an agency's funds are placed in the county treasury, Local Agency Fund (LAIF) or an FDIC-insured bank account, the most recent statement received from these institutions is considered acceptable for quarterly reports. If an agency has any other investments, additional reporting is required.

All MCSOS funds have been deposited in the Madera County Treasury and quarterly statements have been provided to the Board. The County Tax Collector-Treasurer's focus is on the safety of the investment pool, and MCSOS attends annual investment oversight meetings as a member of the Investment Committee.

Wallace Nishimoto moved to approve the Annual Statement of Investment Policy, seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.4 Consideration Ratification of 2026-2027 Madera County School Boards Association Proposed Budget

Mrs. Deniz explained the MCSBA Finance and Budget Committee met to review the annual budget. An increase to workshop budget is recommended to cover the cost of the Ethics Training all board members will need to take by January of 2027. The budget line will increase from \$1,500 to \$5,000.

Alfred Soares, Jr., moved to approve the MCSBA 2026-2027 budget, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.5 Consideration CSBA Membership Dues FY 2026-2027

Mrs. Marsh reviewed the changes to the membership dues for CSBA. CSBA dues increased from last year by \$607 and the ELA membership dues increased by \$258 for an overall increase of \$865.

Alfred Soares, Jr., moved to approve the CSBA Membership Dues FY 2026-2027, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.6 Consideration Adoption of New Math Curriculum for Career and Alternative Education Services (CAES)

Mr. Cogan explained the math curriculum was thoroughly reviewed by the Curriculum Committee. The proposed curriculum is included on the list of approved instructional materials by the California Department of Education. A curriculum pilot was implemented as part of the review process and was successful.

Wallace Nishimoto, moved to adopt the new math curriculum for Career and Alternative Education Services (CAES), seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.7 Consideration Resolutions Regarding November 2026 Election

8.7.1 Resolution No. 5, 2025-2026, "In the Matter of Payment for Candidate's Statement of Qualifications for the November 2026 Election Ballot"

8.7.2 Resolution No. 6, 2025-2026, "In the Matter of a Tie Vote for Candidates in Governing Board Elections"

Alfred Soares, Jr., moved to adopt Resolution No. 5, 2025-2026, "In the Matter of Payment for Candidate's Statement of Qualifications for the November 2026 Election Ballot," and Resolution No. 6, 2025-2026, "In the Matter of a Tie Vote for Candidates in Governing Board Elections," seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.8 Consideration of Title 15 Annual Review of the Educational Program

Mr. Cogan stated this is the action item corresponding with agenda item 5.7. The Annual Review must be completed by the beginning of July. A Board member is requested to complete the review process with Mrs. Protzman within the next couple of weeks. The process will take approximately two hours. Danny Bonilla volunteered to review the Educational Program with Mrs. Protzman. The date is to be determined.

Shelley Deniz moved to approve the assistance from Danny Bonilla in the MCSOS audit, seconded by Wallace Nishimoto and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.9 Consideration of Apportionment of Forest Reserve

Mrs. Verduzco explained Forest Reserve funds are said to be going away, however, MCSOS continues to receive these funds. In April, MCSOS received \$101,216.40 for Madera County Districts, of which, \$17,861.70 was for MCSOS.

Additional funds have since been received totaling \$193,047.05 for four of the Madera County Districts. MCSOS' share of these funds is \$34,067.10.

Danny Bonilla moved to adopt the Forest Reserve Apportionment for 2025-2026, seconded by Alfred Soares, Jr., and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

9.0 Other

9.1 CSBA Annual Conference Date: December 3-5, 2026, Location: San Diego, CA

Mrs. Marsh provided the dates of the CSBA conference to the Board. If a Board members would like to attend the conference, they may contact Jennifer Pascale who will register them to attend and make travel arrangements.

9.2 Discussion Concerning ACCBE

Mrs. Protzman spoke with the County Superintendent of Shasta regarding the benefits of ACCBE. The focus of ACCBE is on county boards. There is an increase of legislation support that is more relevant to county offices. ACCBE offers trainings, workshops, and online resources not offered by CSBA.

Mrs. Marsh asked for the Board to review the ACCBE handbook and for this item to be brought to the Board as an action item in July.

9.3 Special Board Meeting: June 16, 2026

Mrs. Marsh reminded Board members of the special board meeting next week.

10.0 Adjournment

Danny Bonilla moved to adjourn the meeting, seconded by Alfred Soares, Jr., and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.

Noes: None

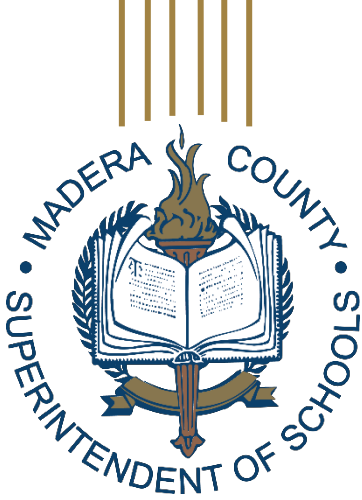
Abstain: None

Absent: Bustos

The meeting adjourned at 5:33 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary



Tricia Protzman
Superintendent of Schools

Agenda Item 5.1

Board of Education Informational Item June 16, 2026

Topic:

Presentation of Local Indicators Selection

- 5.1.1 Madera County Superintendent of Schools
- 5.1.2 Pioneer Technical Center
- 5.1.3 Madera County Independent Academy

Background:

The Program Executive Director of Career & Alternative Education Services will provide the Madera County Board of Education with local performance indicator reports. This includes the appropriately assigned teachers, access to curriculum-aligned instructional materials, self-reflection tool for implementation of state academic standards and parent engagement, school climate, and access to a broad course of study.

Financial Impact:

No financial impact.

Resource:

Frederick Cogan
Executive Director
Career & Alternative Education Services

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools (Endeavor and Voyager Schools)	Hugo Sánchez Program Director-Career Alternative Education Services Division	hsanchez@mcsos.org (559) 662-6211

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	3.4	2.3	0.7	0	0	0	0	0.4

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts		2				
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA utilizes a Curriculum Committee made up of teachers and administrators to evaluate current curriculum for alignment to the CCSS. During the last four years, the LEA has adopted 4 new programs including English Language Arts, English Language Development, Social Science, and Edgenuity Online Curriculum as a means of providing greater opportunities for A-G approved and CTE courses. During 2025-26, the curriculum committee, with ongoing dialogue with FCSS and CAES staff, selected a new math curriculum to be implemented during the 2026-27 school year. The LEA will continue to evaluate all curricular areas to ensure alignment to the California Common Core State Standards, particularly in Science. The LEA has partnered with the Madera County Arts Council to increase student access to the Visual and Performing Arts.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Endeavor/Voyager staff enacts procedures designed to engage parents/guardians and educational partners in advisory committees. These include holding elections for parents/guardians and educational partners for the Consolidated School Site Council, which includes the two MCSOS charter schools. The Deputy Chief Probation officer who supervises the Madera County Juvenile Hall is a regular participant in SSC meetings and shares valuable information and resources of relevance to parents of incarcerated students. Endeavor/Voyager staff frequently notify parent/guardians, educational partners regarding participation in meetings of advisory committees. Notifications (English and Spanish) are sent to parents and families to inform of school events and formal opportunities to provide input; additional information is provided at parent conferences; graduation ceremonies; scheduled meetings with teachers or administrator; ParentSquare Application (synced with PowerSchool); and other school activities. The tool for Priority 3 highlighted a 79.1% positive response respective of the need to support families in understanding and exercising legal rights to advocate for their children. This is a tremendous growth for the Endeavor/Voyager staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Endeavor/Voyager staff will continue to focus on parent/family engagement opportunities throughout the year that specifically focus on building relationships with families. These opportunities include parent meetings, conferences, parent involvement in school activities and governance, and educating families on best practices for assisting their children with academic/social/emotional success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Endeavor/Voyager staff will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, school employees that can act as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure staff seek input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their child's education. Endeavor/Voyager staff recognize the need to encourage parental involvement, given the low stability rate (1.0% compared to Madera at 89.9%) of the student population and its impact on academic achievement and school connectedness. Youth are incarcerated for an average of 35 days according to Madera County Juvenile Probation data, and this relatively short enrollment creates significant challenges to build relationships.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The LEA has access to language interpretation and translation services to allow parents/guardians to fully participate in educational programs and individual meetings with school staff related to their child's education and academic progress. Support includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings. The LEA regularly offers virtual meetings (Zoom) to increase participation and access for all families, especially those with mobility issues. Technology continues to be a strength in maintaining access for parents and families to school governance meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The LEA will continue to focus workshops for parents/guardians and educational partners to provide student achievement data on student learning, academic progress, and/or social emotional development and growth. The CAES Division school counselors provide informational meetings to students and parents on various topics related to students' academic needs, graduation progress, and post-secondary opportunities related to college and careers. Furthermore, the LEA will continue to seek relevant partnerships for effective learning for all parents as a means to assist their child with successful academic learning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, school employees that can act as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in the decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's measures to promote parent involvement are based upon low stability rates (1.0% per DataQuest) of the student population and its impact on academic achievement and school connectedness.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA employs enrollment surveys to solicit parents and caregivers as valuable partners in soliciting input for consideration in the decision-making process. Parents and caregivers are given opportunities to volunteer to serve as school governance committee members for the school year. ParentSquare serves as a valuable tool in obtaining parent and caregiver input for electronic surveys throughout the year. As a result, parent survey responses and feedback has increased.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While electronic means of seeking input are being used by staff, not all parents use the ParentSquare tool for enrollment surveys and/or LCAP surveys. Endeavor/Voyager staff will regularly communicate with students and families the value of such tools as input gathering instruments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The staff will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, school employees that can act as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. Endeavor/Voyager staff's efforts to promote parent involvement is based upon the low stability rates (1.0%) of the student population and its impact on academic achievement and school connectedness.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Each school year, the LEA conducts LCAP Student Surveys which are provided in English and a version for English Learners. Embedded in each survey includes school climate questions specifically articulated for student safety. This year, the total number of student surveys completed were 236 (54 being English Learners) and the overall student feeling of campus safety was 95% of students felt safe on campus (Both surveys), 91% felt part of their school, 88% felt their teachers cared about them, and 97.3% of students stated they felt encouraged by their teachers to be successful. Using these metrics, it is readily apparent to LEA staff that students feel highly connected to their school and school staff for their own safety and individual growth. Additionally, 95.5% (both groups) felt school buildings are neat, clean, and well taken care of. A point of interest noted from the LCAP surveys indicated that 45.7% and 20.4% (ELs) of students identified that their parents participate in school events.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Parent Involvement, as indicated in LCAP student surveys, will continue to be a focal point for staff during the coming school year. Several points of strength would include students feeling connected to their school, their teachers, and safe each day they are on campus. The high percentage of completed survey responses indicate that students feel their opinions and ideas matter in the governance of the school program.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on student and parent survey results that strongly indicate there is still a gap in overall parent participation in the school program, Endeavor/Voyager staff will continue to focus efforts on parent involvement, participation and advocacy of the child's education.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to core classes along with credit recovery options to assist with progress toward graduation. A school counselor is on site to meet with students regularly. The registrar provides updated transcripts to students within two weeks after course completion. An RSP teacher meets with students weekly as required by IEP documentation. All courses are assigned to keep students on track toward graduation with district of residence. Diagnostic assessments for ELA and Math (i-Ready) are used to identify and support student areas of academic struggle through prescriptive lessons that address subskill weaknesses in those subjects. Data from assessments is used to guide professional learning to increase student academic achievement. All academic course offerings across school sites are similar, as students are assigned courses relevant to grade level and graduation requirements of home districts. Students have opportunities for credit recovery through textbooks or online courses. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum for all students. Barriers to sustained academic growth for students can be attributed to the high transiency rates of students, as supported by data provided by Madera County Juvenile Probation Department's identifying the average length of incarceration to be 35 days, which includes non-school days. However, the master schedule, credit recovery options, and online courses minimize those barriers to student access of curriculum.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Endeavor/Voyager staff employ courses from all core academic areas for students as well as courses available to students from Edgenuity, which provides courses that are both A-G approved, and CTE compliant that will meet graduation requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Endeavor/Voyager staff is challenged to provide a broad course of study to students based on students' short lengths of incarceration (typically 35 days) and ongoing student enrollment throughout the calendar year. Students enrolled in the program are not enrolled with other students on the same start day and this also creates additional challenges to instructional program.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Endeavor/Voyager staff make all required courses available to each student upon their enrollment in the program. This includes Edgenuity online courses for required courses and i-Ready assessments that include prescriptive lessons.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the					5

Coordinating Instruction	1	2	3	4	5
coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				4	

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.				4	
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	

2026-27 Local Performance Indicator Self-Reflection^{5.1.2}

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Pioneer Technical Center - Madera and Chowchilla	Mr. Hugo Sánchez Program Director - Career Alternative Education Services Division	hsanchez@mcsos.org 559-662-6211

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	12.2	3.5	5.5	0	2.0	0.9	0	1.2

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts		2				
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA utilizes a Curriculum Committee made up of teachers and administrators to evaluate current curriculum for alignment to the CCSS. During the last five years, the LEA has adopted 4 new programs including English-Language Arts, English Language Development, Social Science, and Edgenuity Online Curriculum as a means of providing greater opportunities for A-G approved and CTE courses. During the 2025-26, the curriculum committee, with ongoing dialogue with FCSS and CAES staff, selected a new math curriculum to be implemented during 2026-27 school year. The LEA will continue to evaluate all curricular areas to ensure alignment to the California Common Core State Standards, particularly in Science. The LEA has partnered with the Madera County Arts Council to increase student access to the Visual and Performing Arts.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The LEA enacts procedures designed to engage parents/guardians and educational partners in advisory committees. These include holding elections for parent/guardians and educational partners for the Consolidated School Site Council, which includes the two MCSOS charter schools. The 2026 LCAP Parent Survey data shows 84% of parents feel that the staff at PTC builds a relationship of trust and respect with their families, while 89.6% state that PTC has created a welcoming environment for families. LEA frequently notifies parent/guardian, educational partner, and advocate groups regarding participation in meetings of advisory committees. Notifications (English and Spanish)

are sent to parents and families to inform of school events and formal opportunities to provide input; additional information is provided at parent conferences; graduation ceremonies; scheduled meetings with teachers or administrator; ParentSquare Application (synced with PowerSchool); and other school activities. The tool for Priority 3 highlighted a 79.1% percent of parents feel that the school supports families in understanding and exercising legal rights to advocate for their children. This is a tremendous growth opportunity for the PTC staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA will continue to focus on parent/family engagement opportunities throughout the year that specifically focus on building relationships with families. These opportunities include parent meetings, conferences, parent involvement in school activities and governance, and educating families on best practices for assisting their children with academic/social/emotional success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, school employees that can act as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's measures to promote parent involvement is based upon the low stability rates (42.5% for PTC and a 4.6% decrease from previous year) of the student population and its impact on academic achievement and school connectedness.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The LEA has access to language interpretation and translation services to allow parents/guardians to fully participate in educational programs and individual meetings with school staff related to their child's education and academic progress. Support includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings. The LEA regularly offers virtual meetings (Zoom) to increase participation and access for all families, especially those with mobility issues. Technology continues to be a strength in maintaining access for parents and families to school governance meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The LEA will continue to focus workshops for parents/guardians and educational partners to provide student achievement data on student learning, academic progress, and/or social emotional development and growth. The CAES Division school counselors provide informational meetings to students and parents on various topics related to students' academic needs, graduation progress, and post-secondary opportunities related to college and careers. Furthermore, the LEA will continue to seek relevant partnerships for effective learning for all parents as a means to assist their child with successful academic learning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, school employees that can act as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in the decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's measures to promote parent involvement are based upon low stability rates (42.5% per DataQuest) of the student population and its impact on academic achievement and school connectedness.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA employs enrollment surveys to solicit parents and caregivers as valuable partners in soliciting input for consideration in the decision-making process. Parents and caregivers are given opportunities to volunteer to serve as school governance committee members for the school year. ParentSquare serves as a valuable tool in obtaining parent and caregiver input for electronic surveys throughout the year. As a result, parent survey responses and feedback has increased.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While electronic means of seeking input are being used by the LEA, not all parents use the ParentSquare tool for enrollment surveys and/or LCAP surveys. The LEA will regularly communicate with students and families the value of such tools as input gathering instruments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, using school employees as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's measures to promote parent involvement are based upon low stability rates (42.5%) of the student population and its impact on academic achievement and school connectedness. This year, the LEA partnered with PIQE, or the Parent Institute for Quality Education, to better educate parents and other educational partners about the value of being advocates for their children in the learning environment.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Each school year, the LEA conducts LCAP Student Surveys which are provided in English and a version for English Learners. Embedded in each survey includes school climate questions specifically articulated for student safety. This year, the total number of student surveys completed were 236 (54 being English Learners) and the overall student feeling of campus safety was 95% of students felt safe on campus (Both surveys), 91% felt part of their school, 88% felt their teachers cared about them, and 97.3% of students stated they felt encouraged by their teachers to be successful. Using these metrics, it is readily apparent to LEA staff that students feel highly connected to their school and school staff for their own safety and individual growth. Additionally, 95.5% (both groups) felt school buildings are neat, clean, and well taken care of. A point of interest noted from the LCAP surveys indicated that 45.7% and 20.4% (ELs) of students identified that their parents participate in school events.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Parent Involvement, as indicated in LCAP student surveys, will continue to be a focal point for LEA staff during the coming school year, just as it was this school year with the infusion of the PIQE program for parent education. LEA Staff will continue the use of PIQE for school year 2026-27 as a means of increasing parent participation and education. Several points of strength would include students feeling connected to their school, their teachers, and safe each day they are on campus. The high percentage of completed survey responses indicate that students feel their opinions and ideas matter in the governance of the school program.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on student and parent survey results that strongly indicate there is still a gap in overall parent participation in the school program, the LEA will continue to focus efforts on parent involvement, participation and advocacy of the child's education.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to core classes along with credit recovery options to assist with progress toward graduation. A school counselor is on site to meet with students regularly. An RSP teacher meets with students weekly as required by IEP documentation, and all courses are assigned to keep students on track toward graduation with student's cohort. Diagnostic assessments for ELA and Math (i-Ready) are used to identify and support student areas of academic struggle through prescriptive lessons that address subskill weaknesses in those subjects. Data from assessments is used to guide professional learning to increase student academic achievement. All academic course offerings across school sites are similar, as students are assigned courses relevant to grade level and graduation requirements of home districts. Students have opportunities for credit recovery through textbooks or online courses. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum for all students. Barriers to sustained academic growth for students can be attributed to the low stability rates of students, although student stability is improving per Dataquest. However, the master schedule, credit recovery options, and online courses minimize barriers to student access of curriculum.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The LEA employs courses from all core academic areas for students as well as courses available to students from Edgenuity, which provides courses that are both A-G approved, and CTE compliant that will meet graduation requirements. Students also have access to in-person CTE courses in welding, construction, child development, and careers in education which help fulfill PTC graduation requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The LEA is limited to providing a broad course of study to students based on students low stability rates of 42.5% and ongoing enrollment throughout the year. Students are enrolled as late as May, which affects their access to courses or time to make significant progress.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA makes all courses available to each student upon their enrollment in the program. This includes grade-level courses, CTE course offerings, online courses and i-Ready assessments along with prescriptive lessons for students performing below grade level in reading and math as measured by i-Ready.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	2.4	1.2	0.2	1.0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			N/A
Health Education Content Standards	1					
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA utilizes a Curriculum Committee made up of teachers and administrators to evaluate current curriculum for alignment to the CCSS. During the last five years, the LEA has adopted five new programs, including English-Language Arts, English Language Development (ELD), Social Science, Science and Math (2026) curricula. The LEA will continue to evaluate all curricular areas to ensure alignment to the California Common Core State Standards. The LEA has partnered with the Madera County Arts Council to increase student access to the Visual and Performing Arts. The LEA utilizes a late start professional development program for all staff development which includes programmatic meetings for collaboration and peer learning. The newest curriculum adoption, mathematics, will be implemented during the 2026-27 school year.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The LEA enacts procedures designed to engage parents/guardians and educational partners in advisory committees. These include holding elections for parent/guardians and educational partners, for the Consolidated School Site Council, which includes the two MCSOS charter schools. The 2026 LCAP Parent Survey data shows 84% of parents feel that the MCIA staff builds a relationship of trust and respect with their families, while 89.6% state that MCIA has created a welcoming environment for families. LEA frequently notifies parents/guardians and educational partners regarding participation in meetings of advisory committees. Notifications (English and Spanish) are sent to parents

and families to inform of school events and formal opportunities to provide input; additional information is provided at parent conferences; promotion ceremonies; scheduled meetings with teachers or administrator; and other school activities. The tool for Priority 3 highlighted a 25% positive growth respective of the need to support families in understanding and exercising legal rights to advocate for their children. This is a tremendous growth for the MCIA staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA will continue to focus on parent/family engagement opportunities throughout the year that specifically focus on building relationships with families. These opportunities include parent meetings, conferences, parent involvement in school activities and governance, and educating families on best practices for assisting their children with academic/social/emotional success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, using school employees as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's measures to promote parent involvement is based upon low stability rates (50.5%, 2024-25 DataQuest) of the student population and its impact on academic achievement and school connectedness. The MCIA staff has made marked improvement in reaching parents for involvement and students staying in the program longer as indicated by fewer referrals back to district of residence.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

School sites have access to language interpretation and translation services to allow parents/guardians to fully participate in educational programs and individual meetings with school staff related to their child's education and academic progress. Support includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings. The LEA regularly offers virtual meetings (Zoom) to increase participation and access for all families, especially those with transportation or mobility issues. Technology continues to be a strength in maintaining access for parents and families to school governance meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The LEA will continue to focus workshops for parents/guardians and educational partners to provide student achievement data on student learning, academic progress, and/or social emotional development and growth. School counselors provide informational meetings to students and parents on various topics related to students' academic needs, social-emotional learning, and career exploration activities. Furthermore, the LEA will continue to seek relevant partnerships for effective learning for all parents as a means to assist their child with successful academic learning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, using school employees as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's endeavors to promote parent involvement is based upon the low stability rates (50.5%, DataQuest) of the student population and its impact on academic achievement and school connectedness. The MCIA staff has made marked improvement in reaching parents for involvement in students activities on campus.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA employs enrollment surveys to solicit parents and caregivers as valuable partners in obtaining input for consideration in the decision-making process. Parents and caregivers are given opportunities to volunteer to serve as school governance committee members for the school year. ParentSquare serves as a valuable tool in soliciting parent and caregiver input for electronic surveys throughout the year. As a result, parent survey responses increased significantly.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While electronic means of seeking input are being used by the LEA, not all parents use the ParentSquare tool for enrollment surveys and/or LCAP surveys. The LEA will regularly communicate with students and families the value of such tools as input gathering instruments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA will continue to partner with all families in promoting frequent and accessible school to home communication including the use of ParentSquare, using school employees as interpreters, and mailing school correspondence in both English and Spanish. These identified areas ensure the LEA seeks input from parents and other educational partners in decision-making process and promotes participation in programs in an ongoing attempt to engage parents in their students' education. The LEA's measures to promote parent involvement are based upon improved low stability rates (50.5%, 2024-25 DataQuest) of the student population and its impact on academic achievement and school connectedness. The MCIA staff has made marked improvement in reaching parents for involvement in school activities.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Each school year, the LEA conducts LCAP Student Surveys which are provided in English and a version for English Learners. Embedded in each survey includes school climate questions specifically articulated for student safety. This year, the total number of student surveys completed were 236 (54 being English Learners) and the overall student feeling of campus safety was 95% of students felt safe on campus (Both surveys), 91% felt part of their school, 88% felt their teachers cared about them, and 97.3% of students stated they felt encouraged by their teachers to be successful. Using these metrics, it is readily apparent to LEA staff that students feel highly connected to their school and school staff for their own safety and individual growth. Additionally, 95.5% (both groups) felt school buildings are neat, clean, and well taken care of. A point of interest noted from the LCAP surveys indicated that 45.7% and 20.4% (ELs) of students identified that their parents participate in school events.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Parent Involvement, as indicated in LCAP student surveys, will continue to be a focal point for LEA staff during the coming school year, just as it was this school year with the infusion of the PIQE program for parent education. LEA Staff will continue the use of PIQE for school year 2026-27 as a means of increasing parent participation and education. Several points of strength would include students feeling connected to their school, their teachers, and safe each day they are on campus. The high percentage of completed survey responses indicate that students feel their opinions and ideas matter in the governance of the school program.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on student and parent survey results that strongly indicate there is still a gap in overall parent participation in the school program, the LEA will continue to focus efforts on parent involvement, participation and advocacy of the child's education.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to core classes along with intervention support to address subskill weaknesses in Math and Reading to assist with progress toward academic proficiency. A school counselor is on site to meet with students regularly to facilitate career exploration activities or provide social emotional support. An RSP teacher meets with students weekly as required by IEP documentation. Diagnostic assessments for ELA and Math (i-Ready) are used to identify and support student areas of academic struggle through prescriptive lessons that address subskill weaknesses in those subjects. Data from assessments is used to guide professional learning to increase student academic achievement. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum for all students. A low stability rate of 50.5% for all students creates challenges in providing consistent academic support and interventions. Two Instructional Assistants work with students daily to directly remediate skills deficiencies in reading and mathematics.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The LEA employs courses from all core academic areas for students as well as courses available to students in grades K - 8. Students also have opportunities for external learning events, which include field trips and other educational and school connectedness events on campus. This year, student offerings included music/instruments classes after school.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The LEA is limited to providing a broad course of study to students based on students low stability rates of 50.5% and ongoing enrollments throughout the year. Students are enrolled as late as May, which affects their access to courses or time to make significant academic progress.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA makes all grade-level courses available to each student upon their enrollment in the program, and i-Ready assessments, which determine additional supports to address subskill weaknesses in Math or Reading.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan					

Coordinating Instruction	1	2	3	4	5
with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

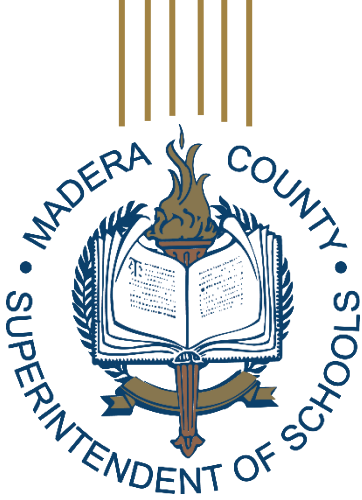
Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



Tricia Protzman
Superintendent of Schools

Agenda Item 5.2

Board of Education Informational Item June 16, 2026

Topic:

Consideration County Summary of LCFF Services to Madera County LEAs and Schools

Background:

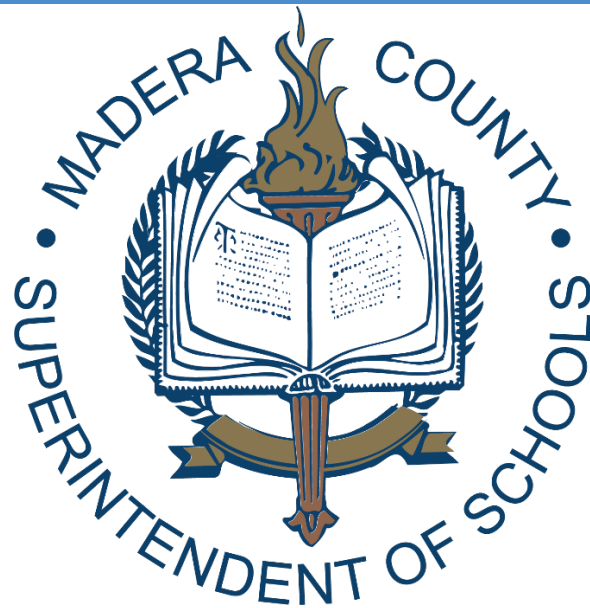
Education Code 52060(i)(1) states "beginning with the 2018-19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing provisions of this article." Goals need to address: Approval of LCAPs and providing technical assistance - (Differentiated Assistance (DA) – to districts pursuant to subdivisions (a) and (b) of Section 52071.

Financial Impact:

Work described is paid for by money received to offer technical assistance (DA) to the county LEAs.

Resource:

Elisa Torres-Barton, EdD
Assistant Superintendent
Educational Services



Madera County Superintendent of Schools

2026-2027

(for 2025-2026)

Annual Summary Report



**CALIFORNIA COUNTY
SUPERINTENDENTS**

Local Context:

Education Code 52071 (b) states that the county superintendent of schools shall provide one or more of the following forms of technical assistance to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups listed on its Dashboard OR if the district fails to have their LCAP approved by the county superintendent of schools.

Those forms of technical assistance are:

1. Identification of the school district's strengths and weaknesses regarding the state priorities described in subdivision (d) of Section 52060, communicated in writing to the school district. This identification shall include a review of effective, evidenced-based programs that apply to the district's goals.
2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The county superintendent of school may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.
3. Request that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the school district.

Education Code 52060 (i) (1) further states "beginning with the 2018-19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing the provisions of this article." Goals need to address each of the following areas:

Please provide a description of the County Office of Education (COE), its districts, students and communities and/or any local context or priorities/challenges that guide the COE work in these areas.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code (EC)* 52066 and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
Approve all Madera County LEA LCAP's	The Madera County Superintendent of Schools (MCSOS) will complete the review of all LCAPs for LEAs within Madera County on an annual basis notifying the LEAs of the approval or non- approval of their respective LCAPs no later than September 15 th of the year for which the LCAP is written.
Provide Feedback to all Madera County LEAs	Feedback will be given to districts if there are clarifications that need to be made prior to August 15. • Assign a specific fiscal and narrative portion reviewer as a lead contact for each LEA ◦ Maintain protocols for communication both “in-house” and with LEAs for this process, including both fiscal and narrative reviewers • Utilize the CCS Local Control and Accountability Plan (LCAP) Approval Manual and standardized internal LCAP review tools, processes and procedures.
COE to LEA communication process	The Madera County Superintendent of Schools (MCSOS) will maintain clear, two-way communication throughout the LCAP development process, review and approval process. • Ongoing communication and meetings between the designated LCAP lead and each LCAP reviewer. • An in-person meeting between the reviewer and lead prior to LCAP feedback (or approval) being sent to LEA. • Each reviewer will keep all relevant parties informed throughout the LCAP development process, review and approval process.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Action
Providing technical assistance to school districts pursuant to Section 52071(a-b).	Subdivisions (a) and (b) state that if the LCAP is not approved or if by using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the county superintendent shall provide the technical assistance described about to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups identified. That technical assistance, including, among other things, any of the following: 1. Identification of the school district's strengths and weaknesses related to the state priorities, communicated, in writing to the school district. This identification includes a review of effective, evidence-based programs that apply to the district's goals. 2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs designed to improve the outcomes for all pupil subgroups identified. This will include a root cause analysis of the problem of practice the district has determined they will work on. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance. 3. Request the CCEE provide advice and assistance to the school district.

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions	Source of Funding
MCSOS provides Level 2 support for districts identified for technical assistance and who meet the LEA Criteria for Differentiated Assistance. This individually designed Differentiated Assistance is determined by performance on the Dashboard, to include facilitation of the identification of the LEA’s strengths and challenges. This process will utilize a continuous improvement model to address specific performance issues and a proven model to address identified performance gaps among student groups. The following information outlines the process used once LEAs are identified for Differentiated Assistance, following the CA Dashboard release:	LCFF
Meet individually with all identified LEAs together as an orientation to the Differentiated Assistance process. Key elements of this meeting include: • Provide the methodology used to identify districts for DA. • Review protocols contained within Improvement Science that will be used by MCSOS while providing the TA to our districts. • Review a timeline of activities. • At this meeting, to which we encourage the districts to bring their leadership teams, we introduce to their data and begin to identify a problem of practice that might be leading to the results they have gotten on their California Dashboards. • We also ask them to begin to look at high points and “challenges” with their data and begin to identify local data they may want to look at and share with the MCSOS team once they meet again.	LCFF
The following information outlines the work the MCSOS point of contact and LEA DA teams conduct together: Initial Site Meeting: • LEA develops an inclusive DA leadership team prior to this meeting. • Collaboratively review LEA Dashboard and local data to develop strengths & challenges consensus. • LEA establishes areas of focus and assigns a formal point of contact.	LCFF

Actions	Source of Funding
Data Analysis Work (1-2 meetings): • Introduce Improvement Science process to LEA. • MCSOS POC and LEA team analyze data and establish initial <i>Problem of Practice</i> – AIM or Goal statement. • Begin Root Cause Analysis phase using Brainstorm & Cluster processor Fishbone (cause and effect) diagrams. • Ensure district capacity building for the data analysis work.	LCFF
Root Cause Analysis (2-3 meetings): • Complete Brainstorm & Clusteror Fishbone diagram process. • Conduct empathy interviews and engage 5-Whys protocols to establish actionable items. • Use a Driver Diagram to modifyor develop plans specific to rootcause analysis process. • Ensure district capacity building for the root cause analysis work.	LCFF
Review Effectiveness (1-2 meetings): • Execute elements of the LEA plan into new school year. • Support LEA through PDSA cycle. Plan – Do – Study – Act. • Evaluate and monitor goal progress. • MCSOS and LEA teams to conduct assessment of DA process. • Ensure district capacity building for the PDSA cycle.	LCFF
In those instances when MCSOS is unable to provide specific support needed by the LEA, we partner with other Region 7 COEs and those within the Mid-State Collaborative. CCEE is also available with specialized leads in the areas of MTSS, Community Engagement, SELPA, etc. when that support is not available from MCSOS, MSC or another COE. Although we have not had to reach out to CCEE at this time, we have been a part of the work that OCDE and BCOE are doing with the implementation of MTSS.	LCFF
All work provided to districts identified for Differentiated Assistance is provided at no cost. CDE funds all County Offices for this work. If a district wishes to do this work proactively or have other support not specified in the Education Code Sections herein, the district will be responsible for the cost of that work.	LCFF

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

All Madera County districts who meet eligibility criteria under *Ed Code 52072 (b)(1)* utilize Madera County Superintendent of Schools as their Differentiated Service provider and none of their Level II support is provided independent of MCSOS.

For COEs who have Local Educational Agencies who meet the eligibility criteria under *Ed Code 52072(a)* [*“Direct Technical Assistance” (DTA) supports*]

OPTIONAL: Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under *Ed Code 52072 (a)*, describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency: When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Prompt	Narrative	
Optional Prompt for COEs with districts who meet criteria [<i>EC Section 52072 (f)</i>]	Following the release of the 2024 CA Dashboard, Yosemite Unified (YUSD) became eligible for Level III, Direct Technical Assistance. Madera County Superintendent of Schools has partnered with YUSD and CCEE (Dr. Jennie Wright) to contract with Rich Smith to provide YUSD that professional learning required to begin a PLC process for YUSD. The entire YUSD Guiding Coalition received training from Rich Smith and MCSOS representatives on April 30, 2025 for a PLC overview. In 2025-2026, MCSOS began the PLC journey with YUSD, with an overview for the entire staff on August 8, 2025 (this will also include Rich Smith) and the MCSOS DA team will further develop the YUSD PLC capacity throughout the year, to include but not limited to Mission, Vision, Value and Goal; the unpacking of essential standards and the development of common, formative assessments. Yosemite Unified has engaged in meaningful PLC work focused on strengthening the foundational conditions needed for sustainable improvement across all sites. This work has included building shared clarity around mission, vision, collective commitments, and goals, while also supporting teams in identifying and prioritizing essential standards as a key step toward a guaranteed and viable curriculum for all students. Through this process, site and district leaders have continued to grow in their ability to lead collaborative teams with greater coherence, shared accountability, and a clear focus on student learning. Just as importantly, the work has supported stronger leadership, healthier team culture, and a more aligned system across the district. While the work is still developing, Yosemite Unified has built important momentum and is moving from foundational understanding toward more consistent, site-based implementation that can be sustained over time.	

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
Level 1 Support to all Madera County LEAs, upon request or participation in scheduled events.	MCSOS provides Level 1 foundational support for ALL LEAs to improve student outcomes and narrow performance gaps among student groups by providing any assistance requested to their continuous improvement needs. Specific Level 1 district support for continuous improvement includes: 1. District trainings and workshops relating to LCFF and LCAP development. 2. Providing professional learning in ELPAC and other assessments. 3. Providing coaching to support site administrators and/or district administrators through either the California Schools Leadership Academy (21CSLA) or the Clear Administrative Services Credential (CASC) program. 4. Assist LEA implementation of Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS). 5. Supporting Social Emotional Learning through the Statewide SEL CoP, including participation in and support from the Mental Health Student Services Act (MHSSA) program and the Student Behavioral Health Incentive Program (SBHIP). 6. Providing professional learning and technical assistance to support Professional Learning Communities (PLCs) focused on collaborative inquiry, instructional coherence, common formative assessments, and continuous improvement to improve student outcomes. 7. Providing professional learning, technical assistance, and collaborative opportunities to support high-quality STEM education, innovation, career-connected learning, and student engagement across Madera County. 8. Providing professional learning and technical assistance to strengthen literacy, English Language Arts (ELA) instruction, disciplinary literacy, and evidence-based practices that improve student engagement and achievement. 9. Supporting districts in the implementation of evidence-based instructional practices for multilingual learners, literacy, mathematics, and career readiness. 10. Providing professional learning and technical assistance in Universal Design for Learning (UDL), inclusive instructional practices, and learner-centered design to support access and outcomes for all students. 11. Facilitating Communities of Practice and collaborative networks for district and site leaders focused on continuous improvement, instructional leadership, student wellness, and systems alignment. 12. Providing support for Community Schools implementation, student engagement cross-system wellness supports. 13. Providing leadership development opportunities for aspiring and current administrators through coaching, mentoring, academics, and regional professional learning partnerships.

EC Sections 52059.5–52077,

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5.

Collaboration

The Madera County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, California County Superintendents (CCS), Mid-State Collaborative (Geo Lead), 21 CSLA, as well as other System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
MCSOS is committed to partnering with other Region 7 COEs and those within the Mid-State Collaborative, with whom we meet and collaborate at least monthly to share best practices in all areas related to continuous improvement. CCEE is available with specialized leads when that support is not available from MCSOS, MSC or another COE.	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>
MCSOS personnel continue to attend professional learning on improvement science and continuous improvement to increase our own capacity to assist our districts.	<i>Y</i>	<i>Y</i>	-	<i>Y</i>	<i>Y</i>
Monthly SBE update webinars	-	<i>Y</i>	-	<i>Y</i>	<i>Y</i>
Participation in CISC Steering Committee, BASC, SPSSC, etc.	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>
Superintendent sits on Advisory Group for CCEE	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>
LCAP and Fiscal Advisory Group	-	<i>Y</i>	-	<i>Y</i>	<i>Y</i>

Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

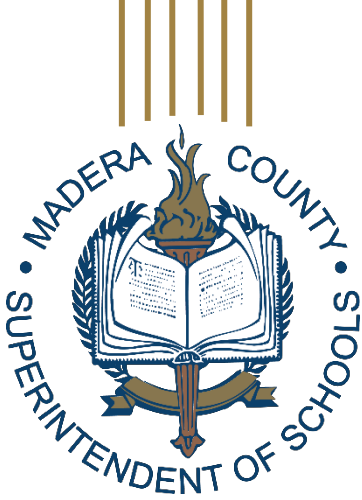
Goal Four: Supports for Special Education

Not Applicable yet per EC Section 52064

Related Expenditures - COE

Please provide a description of the estimated costs related to the actions outlined in the plan above.

Goal	2026-2027 Estimated Costs
Goal 1- Staff time, supplies, duplicating, travel	\$244,375
Goal 2- Staff time, supplies, duplicating, travel	\$599,455
Goal 3- Staff time	\$56,932
Goal 4 (not applicable yet, per EC Section 52064.3)	[N/A]
Total Estimated Cost	\$900,762



Tricia Protzman
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item June 16, 2026

Topic:

Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA)

Background:

The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members.

Financial Impact:

\$927,041.00

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Hugo Sanchez
Program Director
Career & Alternative Education Services

Recommendation:

Acceptance of the Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Madera County Independent Academy - MCIA

CDS Code: 20102070117184

School Year: 2026-27

LEA contact information:

Mr. Frederick J. Cogan Jr.

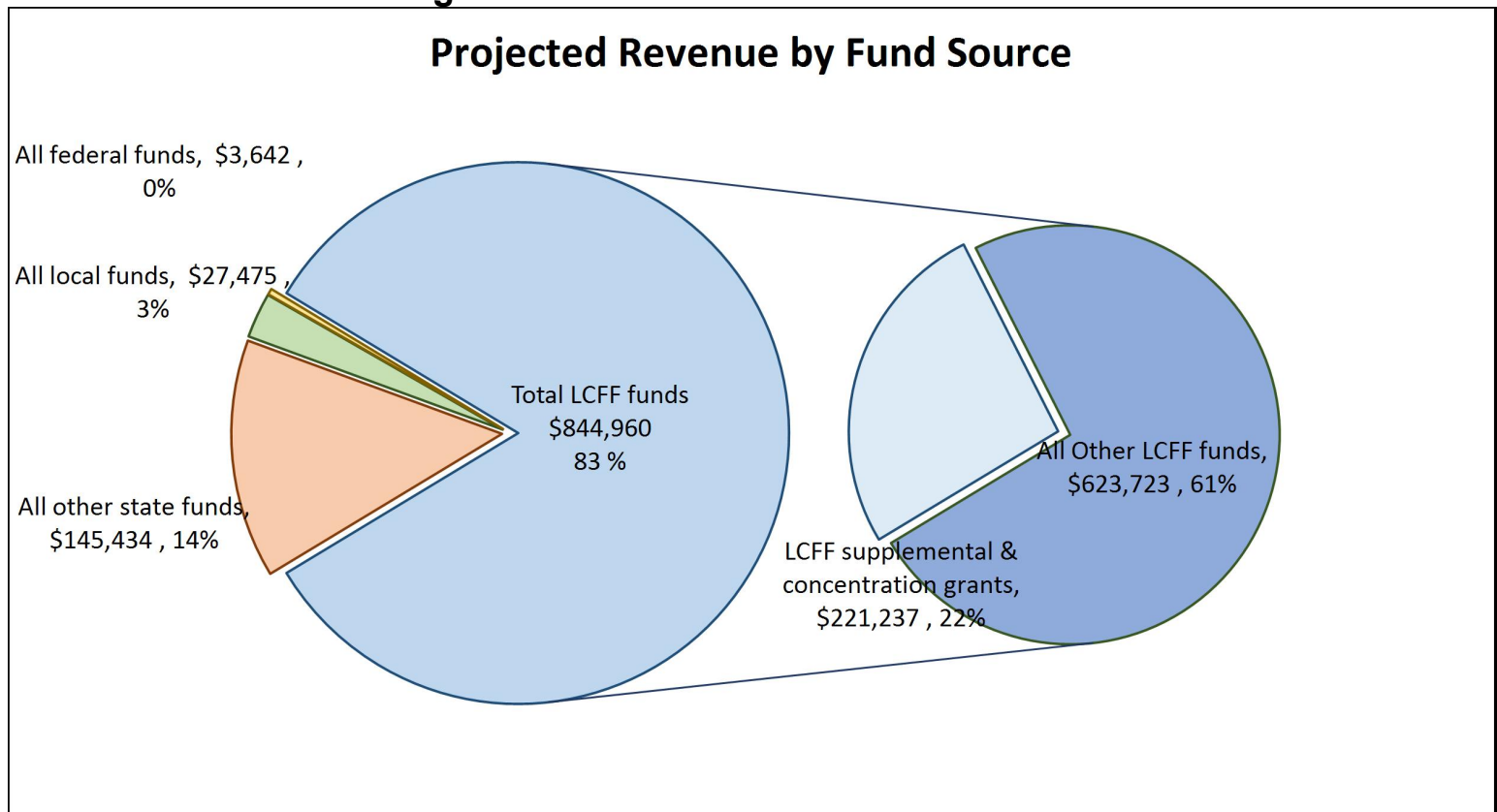
Executive Director - CTAES Division

hsanchez@mcsos.org

(559) 662-6294

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

Budget Overview for the 2026-27 School Year

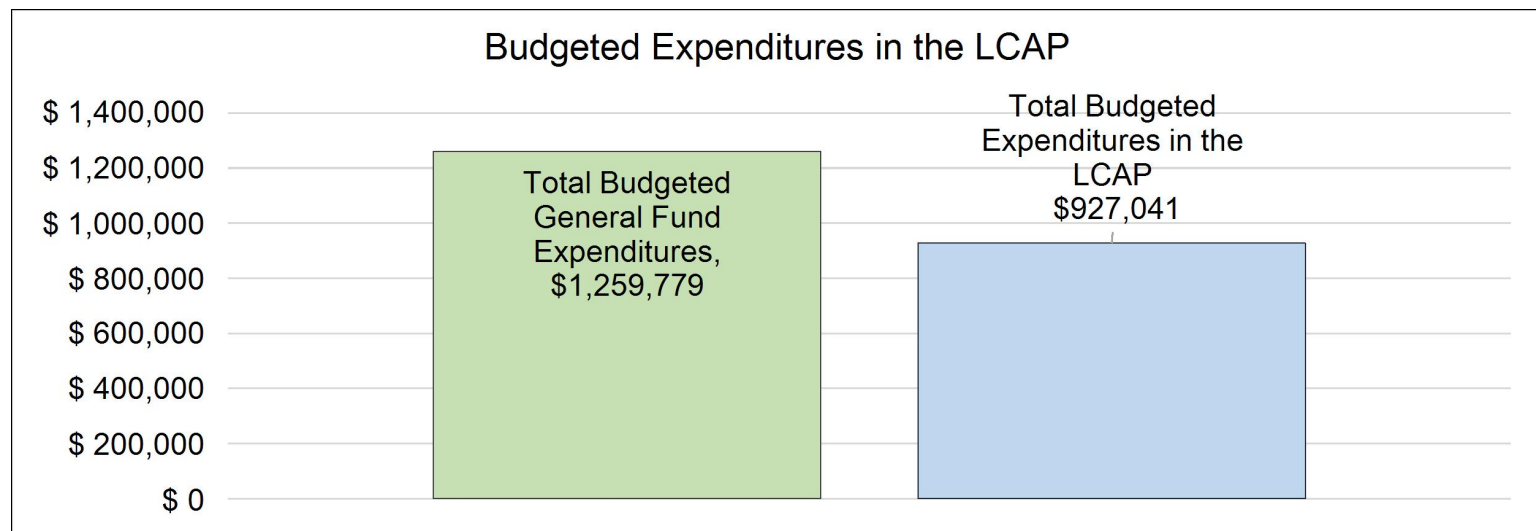


This chart shows the total general purpose revenue Madera County Independent Academy - MCIA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera County Independent Academy - MCIA is \$1,021,511, of which \$844,960 is Local Control Funding Formula (LCFF), \$145,434 is other state funds, \$27,475 is local funds, and \$3,642 is federal funds. Of the \$844,960 in LCFF Funds, \$221,237 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

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

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

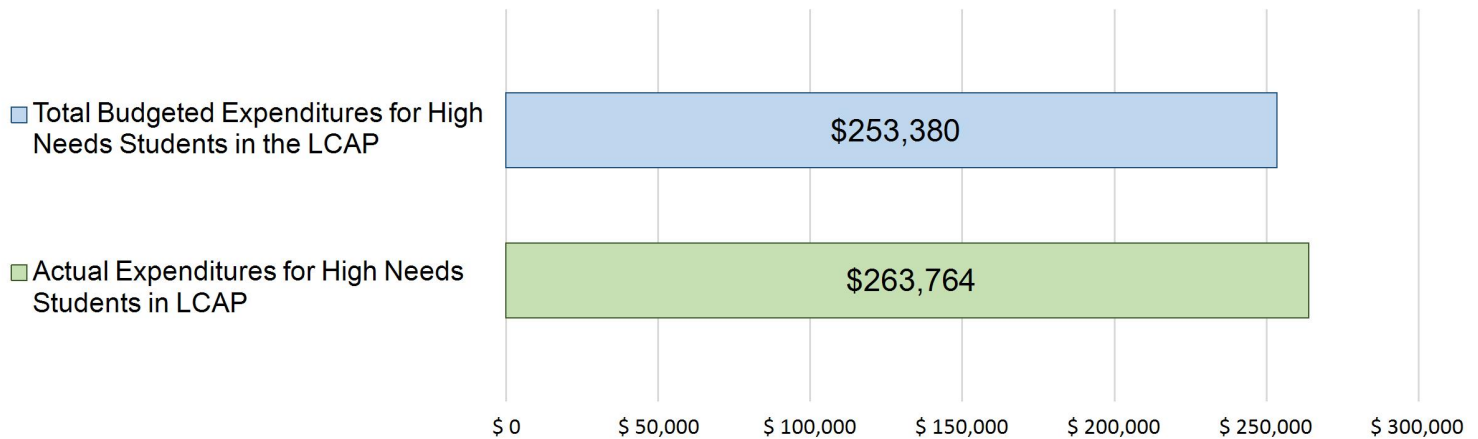
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

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

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

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

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

State Assessments, 2025 California School Dashboard, SBAC Distance from Standard (Table 1):

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

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

State Assessments, 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math (Table 2):

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

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

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

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

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

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

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

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

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

2025 California School Dashboard, Suspension Rate (Table 3):

Zero students were suspended, putting MCIA at the Blue, or highest-ranking, performance level.

2025 California School Dashboard, Chronic Absenteeism Rates (Table 4):

MCIA staff are concerned with the significant increase in Chronic Absenteeism rates that also saw the gap narrow for English Learners. However, rates remain relatively high, and staff efforts to increase student and family connections to MCIA will continue to be a priority to further decrease the percentage of students with high Chronic Absenteeism rates.

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

LREBG:

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

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

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

Table 1

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

Table 2

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

Table 3

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

Table 4

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The improvements in Math for Low-Income students, shown by "Distance from Standard", indicate that the additional efforts MCIA has made in that area have been helpful. Comparing MCIA students with their peers countywide, "Percentage of Students Meeting/Exceeding Standard" show that inequalities exist in results for Low-Income students. Though the SBAC assessment numbers are too small to allow them to be reported, staff know from experience that MCIA English Learners and Foster Youth also experience these academic inequalities when compared to their peers countywide. There were 12 English Learners measured for progress toward English language proficiency on the 2025 California School Dashboard, with 66.7% making a year or more progress. MCIA staff utilizes i-Ready diagnostics common formative assessments and prescriptive intervention lessons to support sub-skill growth in Reading and Math. The May, 2026, Spring i-Ready diagnostic results revealed that 58 assessed students (15.51% in Math and 34.48% in Reading) are on grade level. To continuously address student academic deficits, MCIA staff will continue to utilize the i-Ready diagnostic assessment tool to inform student grade level proficiencies and deficiencies and identify needed academic supports in ELA and Math, with an emphasis on the latter. Students will be provided specific learning plans prescribed by i-Ready that target individual sub-skill weaknesses. MCIA staff will continue to target efforts on supporting their academic needs by focusing on rigorous CORE instruction, reteaching of concepts that students are deficient in and utilizing formative and summative assessment data to address subskill weaknesses. Students requiring additional intervention receive prescriptive lessons in Academic Acceleration Classes. Instructional Assistants are assigned to each student to provide support, reteach and reassess to show mastery of each standard. To raise the performance of our struggling Low-Income students and English Learners, MCIA staff will continue Academic Acceleration classes to provide support and intervention. Students will attend weekly individual ATT appointments with their teachers and meet for

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

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

Measuring and Reporting Results

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No changes needed.

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

Actions

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order to be a conducive learning environment for all students, each child must feel safe emotionally, physically, and cognitively. MCIA will maintain effective and supportive learning environments that assist families in feeling connected to the program, and increase participation in advisory committees and other feedback opportunities. No students were suspended, putting MCIA at the Blue, or highest-ranking, performance level. MCIA staff are concerned with the significant increase in Chronic Absenteeism rates for all student groups. Rates remain relatively high, and staff efforts to increase student and family connections to MCIA will continue to be a priority to further decrease the percentage of students with high Chronic Absenteeism rates. Our Chronic Absenteeism is moving in the wrong direction, and student support is also warranted with career counseling and more targeted SEL support. Most students from MCIA who responded to the 2026 student survey (97%) report feeling connected to school. The reasons for the high rates of Chronic Absenteeism are not readily apparent, indicating a need for a deeper dive and individual interventions with students to discover and mitigate the causes. To this end, MCIA will decrease chronic absenteeism by funding a counselor (.5) with LREBG funds. (Action 2.5)

Measuring and Reporting Results

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	In 2023-24, 98% of MCIA parents received phone notifications and 85% received text messages through ParentSquare. [Local Data]	In 2024-25, 100% of MCIA parents received phone notifications and 89% received text messages through ParentSquare. [Local Data]	In 2025-26, 100% of MCIA parents received phone notifications and 89% received text messages through ParentSquare. [Local Data]	In 2026-27, 100% of MCIA parents will receive phone notifications and 100% will receive text messages through ParentSquare. [Local Data]	No change.
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	In 2023-24, 100% of our parents of English Learners received phone notifications and text messages through ParentSquare. 8% have elected to receive their communication in Spanish.	In 2024-25, 100% of parents of English Learners received phone notifications and text messages through ParentSquare. 10% have elected	In 2025-26, 100% of parents of English Learners received phone notifications and text messages through ParentSquare. 10% have elected	In 2026-27, 100% of MCIA parents of English Learners will receive phone notifications and 100% will receive text messages through ParentSquare.	No change.

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions

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

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.392%	0.000%	\$0.00	37.392%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

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

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

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

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

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

2026-27 Contributing Actions Table

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Instructional Staff Professional Development Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,500.00	
1	1.7	Maintain Low Student to Teacher Ratio	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$200,680.00	
1	1.11	Increase Reading Proficiency	Yes	Schoolwide	Low Income	All Schools	\$5,000.00	
2	2.1	Maintain a Safe School Environment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.5	Increase Student Attendance Rate	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	
2	2.11	External Learning Opportunities for Students	Yes	Schoolwide	Low Income	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Promote Participation of Families of English Learners	Yes	LEA-wide	English Learners	All Schools	\$2,402.00	
3	3.4	Develop Greater Community Outreach Opportunities	Yes	Schoolwide	English Learners Low Income	All Schools	\$17,000.00	

2025-26 Annual Update Table

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Increase Reading Proficiency	Yes	\$5,000.00	3,243
1	1.12	Access to a Broad Course of Study for Low-Income Students	No	\$7,000.00	12,677
2	2.1	Maintain a Safe School Environment	Yes	\$3,000.00	1,324
2	2.2	Maintain School Facilities	No	\$118,000.00	138,589
2	2.3	Host Annual School Events	No	\$1,000.00	325
2	2.4	Provide Home-School Student Transportation As Needed	No	\$250.00	0
2	2.5	Increase Student Attendance Rate	Yes	\$1,000.00	240
2	2.6	Provide Behavioral Health Intervention and Support Services	No	\$10,000.00	9,822
2	2.7	Maintain Suspension Rate	No	\$0.00	0
2	2.8	Expand Support Services for Homeless and Foster Youth	No	\$18,033.00	18,434
2	2.9	Positive Student Recognition Program	No	\$1,000.00	998
2	2.10	Climate Survey Responses	No	\$0.00	0
2	2.11	External Learning Opportunities for Students	Yes	\$10,000.00	13,028

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Promote School Communication	No	\$0.00	0
3	3.2	Promote Participation of Families of English Learners	Yes	\$2,402.00	3,048
3	3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	No	\$1,000.00	230
3	3.4	Develop Greater Community Outreach Opportunities	Yes	\$17,000.00	30,500

2025-26 Contributing Actions Annual Update Table

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

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

2025-26 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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)**

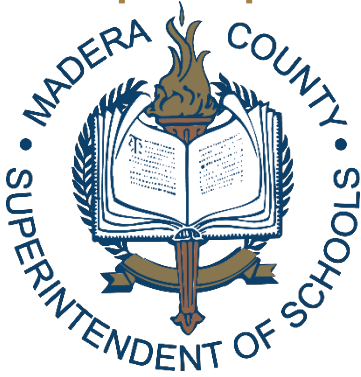
- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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).

California Department of Education
November 2024



Agenda Item 8.2

Board of Education Public Hearing on Approval of 2026-2027 Budget For Madera County Independent Academy (MCIA) June 16, 2026

Topic:

Consideration of Approval of the 2026-2027 Budget for Madera County Independent Academy (MCIA).

Background:

The attached Madera County Independent Academy's Budget for the 2026-2027 school year, drawing from the Governor's May Revision Budget information, is based upon the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) & applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
2. Estimated Average Daily Attendance (ADA) is 52.73 and 1.22
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% for the 2026-2027 year, increase to 26.80% in the 2027-2028 year, and decrease to 25.90% in the 2028-2029 year.
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.

6. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals.
7. The budget reflects a net decrease to the ending fund balance of \$227,642 on the unrestricted side and a decrease of \$5,313 on the restricted side totaling an overall decrease in ending fund balance of \$232,955.

The state budget continues to face uncertainty and heightened fiscal risk, which may affect both revenues and expenditures. LEAs must navigate short- and long-term challenges, including volatility in the state revenue forecast, declining enrollment and attendance trends, and ongoing inflationary pressures including pension rate increases, and the expiration of one-time funds. Legislative leadership and the Governor will be working out a plan to move forward with for next year. If significant assumption changes are made, it may require a 45-day budget revision. More information will be available once the State Budget is enacted.

Financial Impact:

Outlined above.

Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the 2026-2027 Budget for Madera County Independent Academy (MCIA).

Madera County Independent Academy

2026-2027 Budget & Estimated Actuals for 2025-2026

	2025-2026	2026-2027	Percent
	Estimated Actuals	Budget	Difference
Revenues			
LCFF Sources	\$ 925,548.00	\$ 844,960.00	-8.7%
Federal Revenue	\$ 3,155.00	\$ 3,642.00	15.4%
Other State Revenue	\$ 78,712.00	\$ 145,434.00	84.8%
Other Local Revenue	\$ 28,315.00	\$ 27,475.00	-3.0%
Total Revenues	\$ 1,035,730.00	\$ 1,021,511.00	-1.4%
Expenditures			
Certificated Salaries	\$ 583,057.00	\$ 354,195.00	-39.3%
Classified Salaries	\$ 103,645.00	\$ 106,975.00	3.2%
Employee Benefits	\$ 207,270.00	\$ 215,937.00	4.2%
Books and Supplies	\$ 105,950.00	\$ 123,288.00	16.4%
Services and Other Operating Exp	\$ 499,939.00	\$ 325,527.00	-34.9%
Capital Outlay	\$ 167,718.00	\$ 125,292.00	-25.3%
Other Outgo excluding Indirect Costs	\$ -	\$ -	0.0%
Other Outgo - Transfers of Indirect Costs	\$ 7,135.00	\$ 8,565.00	20.0%
Total Expenditures	\$ 1,674,714.00	\$ 1,259,779.00	-24.8%
Excess (Deficiency) of Revenues over Expenditures before Financing Sources and Uses	\$ (638,984.00)	\$ (238,268.00)	-62.7%
Other Financing Sources/Uses			
Interfund Transfers In	\$ -	\$ -	0.0%
Interfund Transfer Out	\$ -	\$ -	0.0%
Other Sources	\$ -	\$ -	0.0%
Other Uses	\$ -	\$ -	0.0%
Contributions	\$ -	\$ -	0.0%
Total Other Financing Sources/Uses	\$ -	\$ -	0.0%
Net Increase (Decrease) in Fund Balance	\$ (638,984.00)	\$ (238,268.00)	-62.7%

Madera County Independent Academy

2026-2027 Budget & Estimated Actuals for 2025-2026

	2025-2026	2026-2027	Percent
	Estimated Actuals	Budget	Difference
Beginning Balance	\$ 2,213,061.00	\$ 1,574,077.00	-28.9%
Audit Adjustments	\$ -	\$ -	0.0%
As of July 1 - Audited	\$ 2,213,061.00	\$ 1,574,077.00	-28.9%
Restatements	\$ -	\$ -	0.0%
Adjusted Beginning Balance	\$ 2,213,061.00	\$ 1,574,077.00	-28.9%
Ending Balance	\$ 1,574,077.00	\$ 1,335,809.00	-15.1%
Components fo Ending Fund Balance			
Nonspendable Revolving Cash	0.00	0.00	0.0%
Stores	0.00	0.00	0.0%
Prepaid Expenses	0.00	0.00	0.0%
All others	0.00	0.00	0.0%
Restricted	62,130.00	56,817.00	-8.6%
Committed - Stabilization	0.00	0.00	0.0%
Other Commitments	0.00	0.00	0.0%
Assigned			
Other Assignments	1,511,947.00	1,278,992.00	-15.4%
	0.00	0.00	0.0%
	0.00	0.00	0.0%
	0.00	0.00	0.0%
	0.00	0.00	0.0%
Unassigned/Unappropriated			
Reserve for Ecomonic Uncertainty	0.00	0.00	0.0%
Unassigned/Unappropriated Amount	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	925,548.00	844,960.00	-8.7%
2) Federal Revenue		8100-8299	3,155.00	3,642.00	15.4%
3) Other State Revenue		8300-8599	78,712.00	145,434.00	84.8%
4) Other Local Revenue		8600-8799	28,315.00	27,475.00	-3.0%
5) TOTAL, REVENUES			1,035,730.00	1,021,511.00	-1.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	583,057.00	354,195.00	-39.3%
2) Classified Salaries		2000-2999	103,645.00	106,975.00	3.2%
3) Employee Benefits		3000-3999	207,270.00	215,937.00	4.2%
4) Books and Supplies		4000-4999	105,950.00	123,288.00	16.4%
5) Services and Other Operating Expenditures		5000-5999	499,939.00	325,527.00	-34.9%
6) Capital Outlay		6000-6999	167,718.00	125,292.00	-25.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	7,135.00	8,565.00	20.0%
9) TOTAL, EXPENDITURES			1,674,714.00	1,259,779.00	-24.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(638,984.00)	(238,268.00)	-62.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(638,984.00)	(238,268.00)	-62.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,213,061.00	1,574,077.00	-28.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,213,061.00	1,574,077.00	-28.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,213,061.00	1,574,077.00	-28.9%
2) Ending Balance, June 30 (E + F1e)			1,574,077.00	1,335,809.00	-15.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,130.00	56,817.00	-8.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,511,947.00	1,278,992.00	-15.4%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	565,053.00	565,925.00	0.2%
Education Protection Account State Aid - Current Year		8012	248,111.00	166,651.00	-32.8%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	112,384.00	112,384.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			925,548.00	844,960.00	-8.7%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	3,155.00	3,642.00	15.4%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			3,155.00	3,642.00	15.4%
OTHER STATE REVENUE					

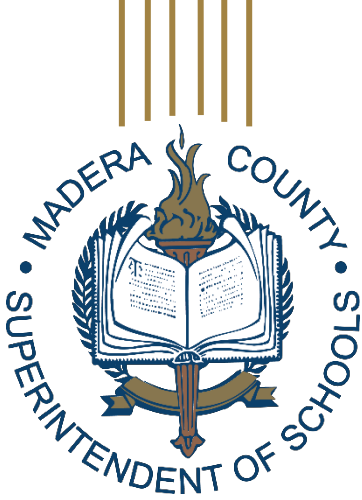
Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,223.00	1,147.00	-6.2%
Lottery - Unrestricted and Instructional Materials		8560	15,570.00	15,570.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	10,553.00	18,907.00	79.2%
California Clean Energy Jobs Act	6230	8590	5,857.00	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	45,509.00	109,810.00	141.3%
TOTAL, OTHER STATE REVENUE			78,712.00	145,434.00	84.8%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	500.00	500.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	27,815.00	26,975.00	-3.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			28,315.00	27,475.00	-3.0%
TOTAL, REVENUES			1,035,730.00	1,021,511.00	-1.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	505,070.00	257,585.00	-49.0%
Certificated Pupil Support Salaries		1200	53,431.00	76,144.00	42.5%
Certificated Supervisors' and Administrators' Salaries		1300	24,556.00	20,466.00	-16.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			583,057.00	354,195.00	-39.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	27,976.00	27,976.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	11,980.00	12,312.00	2.8%
Clerical, Technical and Office Salaries		2400	63,689.00	66,687.00	4.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			103,645.00	106,975.00	3.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	82,880.00	86,556.00	4.4%
PERS		3201-3202	26,456.00	26,931.00	1.8%
OASDI/Medicare/Alternative		3301-3302	5,755.00	6,074.00	5.5%
Health and Welfare Benefits		3401-3402	67,930.00	70,840.00	4.3%
Unemployment Insurance		3501-3502	197.00	209.00	6.1%
Workers' Compensation		3601-3602	6,690.00	7,061.00	5.5%
OPEB, Allocated		3701-3702	17,234.00	18,141.00	5.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	128.00	125.00	-2.3%
TOTAL, EMPLOYEE BENEFITS			207,270.00	215,937.00	4.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	4,500.00	4,500.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	71,811.00	77,149.00	7.4%
Noncapitalized Equipment		4400	29,639.00	41,639.00	40.5%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			105,950.00	123,288.00	16.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,381.00	6,822.00	6.9%
Dues and Memberships		5300	1,400.00	1,400.00	0.0%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	59,160.00	59,160.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	84,374.00	84,374.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	81,856.00	59,855.00	-26.9%
Professional/Consulting Services and Operating Expenditures		5800-5899	255,598.00	102,746.00	-59.8%
Communications		5900	11,170.00	11,170.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			499,939.00	325,527.00	-34.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	75,292.00	75,292.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	92,426.00	50,000.00	-45.9%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			167,718.00	125,292.00	-25.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	7,135.00	8,565.00	20.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			7,135.00	8,565.00	20.0%
TOTAL, EXPENDITURES			1,674,714.00	1,259,779.00	-24.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	925,548.00	844,960.00	-8.7%
2) Federal Revenue		8100-8299	3,155.00	3,642.00	15.4%
3) Other State Revenue		8300-8599	78,712.00	145,434.00	84.8%
4) Other Local Revenue		8600-8799	28,315.00	27,475.00	-3.0%
5) TOTAL, REVENUES			1,035,730.00	1,021,511.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		996,825.00	592,511.00	-40.6%
2) Instruction - Related Services	2000-2999		150,965.00	149,283.00	-1.1%
3) Pupil Services	3000-3999		106,590.00	138,306.00	29.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		12,777.00	14,639.00	14.6%
8) Plant Services	8000-8999		407,557.00	365,040.00	-10.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,674,714.00	1,259,779.00	-24.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(638,984.00)	(238,268.00)	-62.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(638,984.00)	(238,268.00)	-62.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,213,061.00	1,574,077.00	-28.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,213,061.00	1,574,077.00	-28.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,213,061.00	1,574,077.00	-28.9%
2) Ending Balance, June 30 (E + F1e)			1,574,077.00	1,335,809.00	-15.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,130.00	56,817.00	-8.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,511,947.00	1,278,992.00	-15.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6300	Lottery: Instructional Materials	54,642.00	54,836.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	5,697.00	190.00
9010	Other Restricted Local	1,791.00	1,791.00
Total, Restricted Balance		62,130.00	56,817.00



Tricia Protzman
Superintendent of Schools

Agenda Item 8.3

Board of Education Action Item June 16, 2026

Topic:

Consideration Adoption of Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC)

Background:

The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members.

Financial Impact:

\$4,122,942.00

Resource:

Frederick Cogan
Executive Director
Career & Alternative Education Services

Hugo Sanchez
Program Director
Career & Alternative Education Services

Recommendation:

Acceptance of the Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC).

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Technical Center - Madera and Chowchilla

CDS Code: 20102072030229

School Year: 2026-27

LEA contact information:

Mr. Hugo Sánchez

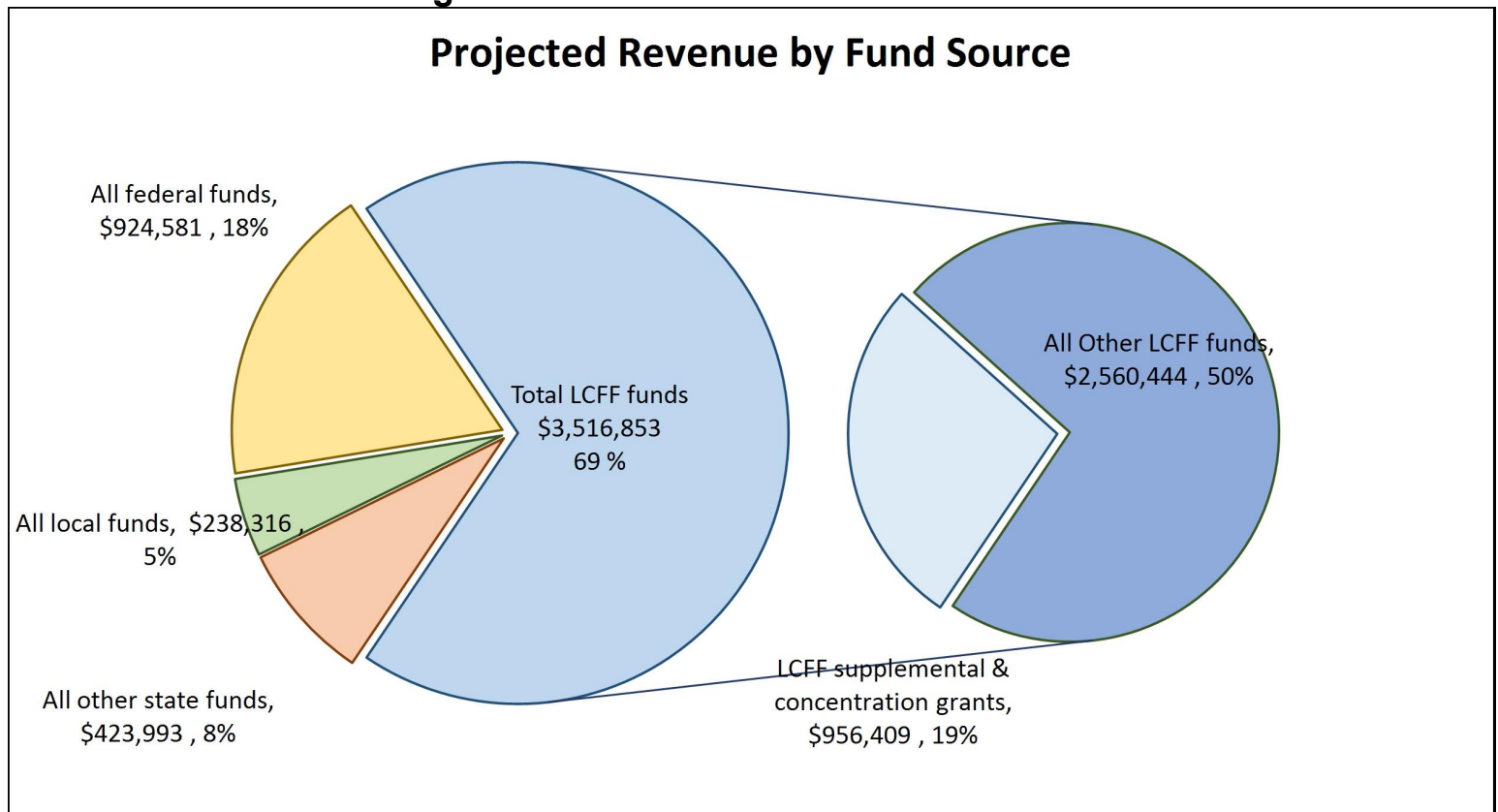
Program Director - Career Alternative Education Services Division

hsanchez@mcsos.org

559-662-6211

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

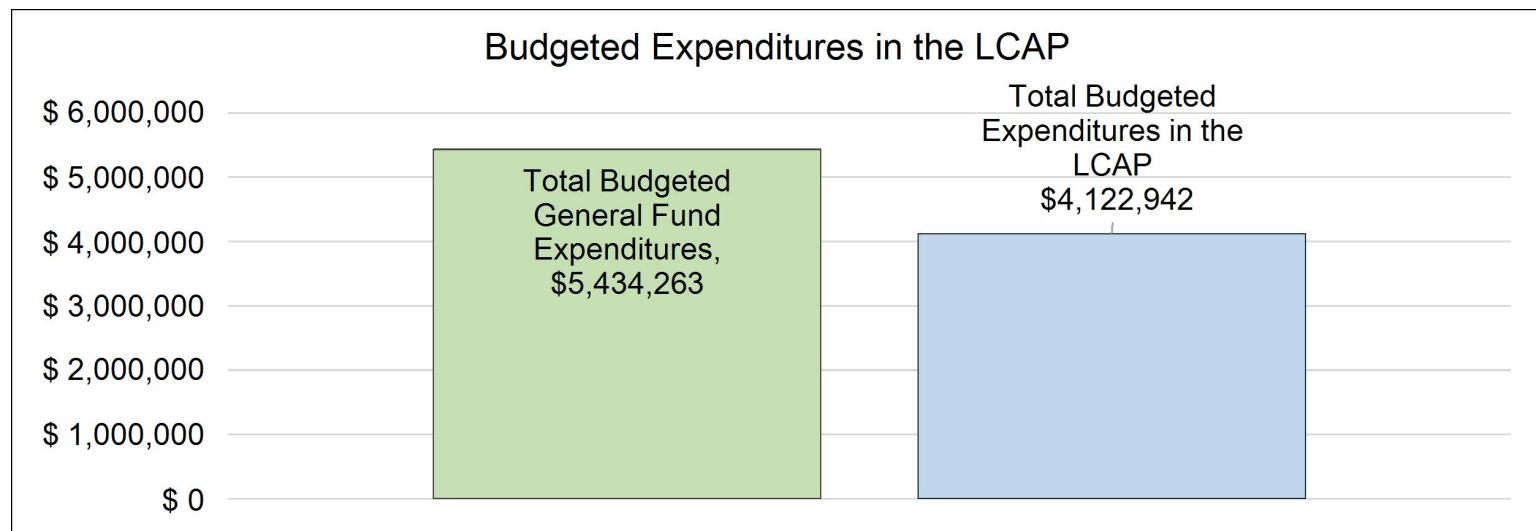


This chart shows the total general purpose revenue Pioneer Technical Center - Madera and Chowchilla expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pioneer Technical Center - Madera and Chowchilla is \$5,103,743, of which \$3,516,853 is Local Control Funding Formula (LCFF), \$423,993 is other state funds, \$238,316 is local funds, and \$924,581 is federal funds. Of the \$3,516,853 in LCFF Funds, \$956,409 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 Pioneer Technical Center - Madera and Chowchilla 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: Pioneer Technical Center - Madera and Chowchilla plans to spend \$5,434,263 for the 2026-27 school year. Of that amount, \$4,122,942 is tied to actions/services in the LCAP and \$1,311,321 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

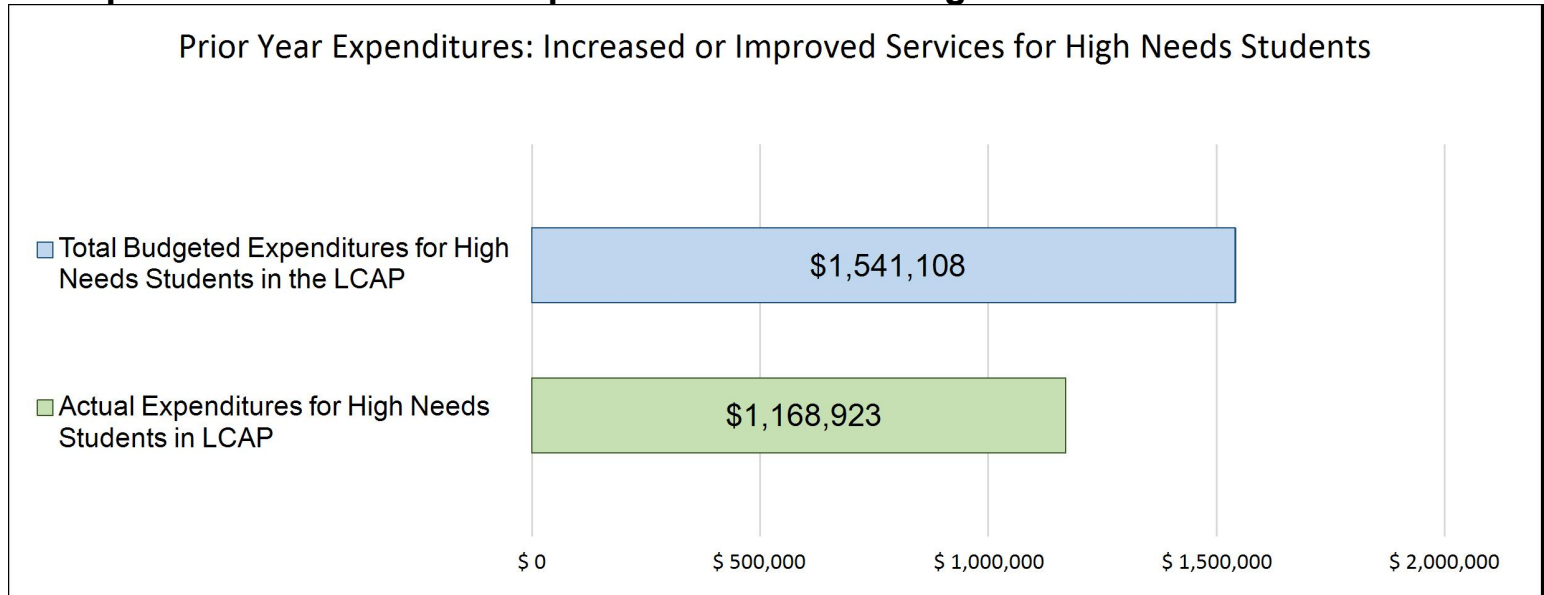
Total general fund budget is \$5,434,263 and the total of \$1,311,321 is not included in the LCAP due to general operations of the charter such as expenditures included, but not limited to, annual building rental fees, daily expenses of office and classroom supplies, fiscal and operations/facilities cost and utilities.

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

In 2026-27, Pioneer Technical Center - Madera and Chowchilla is projecting it will receive \$956,409 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Technical Center - Madera and Chowchilla must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Technical Center - Madera and Chowchilla plans to spend \$1,225,672 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 Pioneer Technical Center - Madera and Chowchilla budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pioneer Technical Center - Madera and Chowchilla 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, Pioneer Technical Center - Madera and Chowchilla's LCAP budgeted \$1,541,108 for planned actions to increase or improve services for high needs students. Pioneer Technical Center - Madera and Chowchilla actually spent \$1,168,923 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$372,185 had the following impact on Pioneer Technical Center - Madera and Chowchilla's ability to increase or improve services for high needs students:

The text description of the above chart is as follows: In 2025-26, Pioneer Technical Center's (PTC) LCAP budgeted \$1,541,108 for planned actions to increase or improve services for high needs students. PTC actually spent \$1,168,923 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$372,185 had the following impact on Pioneer Technical Center's ability to increase or improve services for high needs students: The District was successful in spending approximately 80% of the available funds. The carryover did not result in a substantial reduction of services to students, as it was the result of a less-than-anticipated need for materials and professional development expenditures. Even though less was needed, PTC was successful in providing regularly scheduled professional development for all instructional staff that focused on Math pedagogy, instructional practices, Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning during late start professional development sessions. Additionally, two teachers also participated in self-selected professional development activities from organizations in addition to those provided by PTC. This increase of participating teachers outside the organizational PD structure is powerful for PTC students in the notable areas of MTSS work, ELA and Math instruction, and Designated English Language instruction. These actions assisted with PTC successfully retaining highly effective teachers. All actions were successfully implemented and the results of those actions are detailed in the Goal Analysis sections of the 2026-27 Local Control and Accountability Plan.

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
Pioneer Technical Center - Madera and Chowchilla	Mr. Hugo Sánchez Program Director - Career Alternative Education Services Division	hsanchez@mcsos.org 559-662-6211

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.

Pioneer Technical Center (PTC) is a non-classroom based Independent Study Charter School authorized by the Madera County Board of Education and operated by the Madera County Superintendent of Schools (MCSOS), serving students countywide in grades TK through 12. The PTC Madera site is open to students in grades 9-12, while the Chowchilla site serves students in grades 5-12.

The two PTC sites are located in the cities of Madera and Chowchilla and, in 2025-26, served a combined 194 students. PTC's population is approximately 25% English Language learners with Spanish as their primary home language. PTC Madera and Chowchilla student population consists of 86% Hispanic, 10% White, 2.5% African American, and less than 1% Asian. The majority of PTC students, 94.7%, (2025 CA School Dashboard) are socioeconomically disadvantaged (SED) or Low-Income. Approximately 4% of PTC students have been identified as special needs, with the vast majority of these students enrolling with existing Individualized Education Programs (IEPs) from other districts prior to enrollment.

The PTC program offers an Independent Study (IS) program to serve all student academic needs. Upon enrollment, students are assigned an IS teacher and provided their weekly course schedule. Students performing below grade level in Reading or Math, as identified by i-Ready assessments taken prior to enrollment, are enrolled in Academic Acceleration Classes to address subskill weaknesses identified on these diagnostic results. The Academic Acceleration course provides individualized lessons that are prescribed for the individual academic needs of each student and assist students in achieving grade-level proficiency. English Learner students are enrolled in a Designated English

Language Development (DELD) class according to their English Language Proficiency level. These support classes allow greater access to instruction in all courses including a choice of an occupational program in one of three Career and Technical Education (CTE) pathways.

The CTE programs in Careers in Education/Child Development, Interior and Exterior Construction, and Welding are a key part of the overall PTC program to engage students in three CTE pathways. The CTE program partners with Fresno County Superintendent of Schools Regional Occupational Program (ROP). Students are enrolled in academic classes and have a choice of an in-person Career Technical Education course or online CTE courses through Edgenuity.

Low stability rate for enrolled students (42.5% per 2024-25 DataQuest) is a great concern at PTC. Some students attend PTC with the intention of only staying for a short time; either to recover credit or recover from a scholastic setback, then return to their comprehensive high school sites. PTC also serves as an educational opportunity for expelled youth in Madera County. While the majority of PTC students come from Madera Unified School District (MUSD), students from the other nine school districts in Madera County enroll as well. PTC also serves students currently on probation, which can greatly affect their enrollment, as violating the terms of probation may result in a student becoming incarcerated and increasing transiency. A transient student population affects the enrollment and attendance data tremendously, as students can add and drop multiple times per year. As a result, PTC can potentially serve over 400 students within a year's time.

The number of English Learner (EL) students has fluctuated over the past few years, and English Learner students, along with Reclassified Fluent English Proficient (RFEP) students, comprise a significant percentage of the student population. In addition to having designated English Language Development (DELD) classes, teachers integrate ELD standards into their instruction, which benefit all students, but are academically necessary for English Learners. Professional Development has been dedicated to connect ELA and ELD standards to core content areas, and Math has been a significant focus for all staff members. Finally, as the ELPAC assesses the four language domains of speaking, listening, writing, and reading with specific assessments, greater focus on these specific language domains has been increased during instruction as well.

Reflections: Annual Performance

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

State Assessments, 2025 California School Dashboard, Distance from Standard (Table 1):

Significant declines from the prior year were seen in ELA results, Overall and for all groups. Results for Low-Income students and Hispanic students, remained in the Red ("Very Low") performance level in ELA. For Math, results for Low-Income students (SED) showed some improvement and were in the Orange ("Low"), while Hispanic students remained in the Red ("Very Low") performance level. In both subject areas, inequalities are evident when English Learners are compared to All Students. While our Low-Income students' scores are not significantly different than those Overall, when compared to statewide average scores for that group, our students score 84.4 points lower in ELA and 156.7 points lower in Math, demonstrating clear inequalities experienced by our Low-Income students. As a result, specific actions to address those areas will be included in this LCAP.

2025 SBAC, Percentage of Students Meeting/Exceeding Standard Table 2:

As with the "Distance from Standard" results, significant declines from the prior year were seen in ELA results, Overall and for Low-Income and Hispanic students. English Learners did not have any students meet or exceed standard. The data clearly show that our English Learners are experiencing inequalities in results in ELA progress when compared to the Overall student population.

Additionally, when Low-Income students and all groups are compared to their peers countywide, the gaps in results for both ELA and Math highlight discrepancies in those areas, as well.

PTC ELA Madera County ELA

Overall 14.08% (36.5%)

Hispanic 13.6% (50.7%)

Low-Income 13.6% (32.1%)

English Learners 0% (10.4%)

PTC Math Madera County Math

Overall 0% (23.2%)

Hispanic 0% (34.4%)

Low-Income 0% (19.6%)

English Learners 0% (7.6%)

These results were echoed in the Early Assessment Program (EAP) percentages scoring "Ready" with slightly over 1% on all students and Low-Income students reaching that mark in ELA, and no English Learners. In Math, no Low-Income students or English Learners scored "Ready". (Table 3).

English Learner progress in acquiring language skills, as measured by the ELPAC (English Language Proficiency Assessment for California) as reported on the 2025 Dashboard was 40.4%, an increase of 6.1% from the prior year.

Steps taken by PTC to increase grade-level proficiency rate include English Learner students receiving standards-based and rigorous direct instruction in the Math, attending designated ELD classes and enrollment in i-Ready Math Acceleration classes for intervention and support. In the 2025-26 school year, 53 English Learner students (100% of English Learners at PTC) were enrolled in ELD classes, with one student meeting the criteria for RFEP.

Long-term English Learner students being reclassified to RFEP continued, as there were two during the 2025-26 school year. Steps taken by PTC to address this area include all English Learner students receiving standards-based and rigorous direct instruction in the core areas of ELA and Math, attending designated ELD classes and being enrolled in i-Ready Acceleration classes for ELA and Math support. Additionally, students performing below grade level on i-Ready assessments are required to complete prescribed lessons weekly to address subskill needs identified in the diagnostic.

In order to increase academic performance, PTC will continue the actions in Goal 1 to focus on professional development on improving instructional practices and student academic achievement.

2025 California School Dashboard, Graduation Rates (Table 4):

Graduation rates increased by double digits (23.2%) from the prior year to 76.7% for all students, yielding a yellow on the California School Dashboard . As a result, we will continue implementation of the specific actions that are included in this LCAP to address those areas. Significant differences in graduation rates are no longer evident among PTC students, as English Learners and LTEL students have closed the gap in result sin this measure. The actions that the school undertook to address CSI, described in LCAP Goal 4, resulted in the tremendous gains by our students.

2025 California School Dashboard, College and Career Readiness (Table 5):

College and Career Readiness rates improved slightly from the prior year, but aside from the Hispanic group of students, which performed in the "Low" performance level. all other groups were assigned the "Very Low" performance level on this indicator. As a result, the specific actions to address those areas in this LCAP will be continued.

2025 A-G and CTE Pathway Completion Completion Rates (Table 6):

Completing A-G requirements remains a challenge for PTC students, as most are behind in credit completion when they enroll in school. Additionally, while the necessary courses are available, the small size of the school severely limits course offerings that might reflect a variety of students' interests. As seen on the table, no graduates in 2025 met the requirements for admission to UC or CSU. In completing CTE pathways, overall results showed improvement from 2024, as did the results for Low-Income and Hispanic students. English Learners and LTELs showed slight declines from the prior year. All groups showed improvement from the baseline year.

94% of students graduating in Fall of 2025 completed at least 20 credits of CTE/ROP, and the remaining 6% of graduating students were exempt from these courses, having qualified to meet state minimum high school graduation requirements to receive their diploma. All students have the option to complete CTE courses via Edgenuity or in-person CTE classes.

37% of PTC students earned more than 30 credits toward graduation, increasing their chance of graduating with their high school cohort. PTC continues to address concerns about students enrolling credit-deficient and will use established courses and Edgenuity online program for students to recover credits.

PTC staff also utilizes i-Ready diagnostics, common formative assessments and prescriptive intervention lessons to support sub-skill growth in ELA and Math. All PTC students demonstrated the following growth from the 1st to 2nd i-Ready formative assessments in 2025-26:
(August to May)

MATH***

68.4% of students demonstrated growth as measured by i-Ready Diagnostics.

4% = On grade level

8% = 1 year below

88% = 2+ years below

ELA:***

70.0% of students demonstrated growth as measured by i-Ready Diagnostics.

8% = On grade level

5% = 1 year below

86% = 2+ years below

The i-Ready Diagnostic 3 data for school year 2025-2026 suggests that continued efforts in English language arts, combined with acceleration classes are having a very positive impact on academic achievement. Students assessed (68.4%) showed growth from previous i-Ready Diagnostic for Math and 70.0% for Reading. i-Ready Acceleration classes will continue to be provided to all students scoring below grade level on their i-Ready ELA and Math diagnostic results. An Instructional Assistant will also be provided for each core area of Math and ELA. Students at grade level on formative assessment 1 did not have to complete formative assessment 2.

Chronic Absenteeism:

Chronic absenteeism rates did not change much from the previous year and remained at about 29% for All students, English Learners, Homeless, and Low-Income students. PTC staff members believe that steps taken to address this area include building positive relationships with students and families, engaging students in standards-based and rigorous direct instruction in the CORE areas, parent outreach through ParentSquare and connective support with site leadership and counseling staff to invite parents to events planned throughout the year. Parent events' topics include; financial aid workshops, creating conducive learning environments at home, financial aid, college matriculation, and many others. Although parent-teacher conferences have a higher percentage of parent participation, PTC staff continues to examine how to increase parent participation for other school events.

There was a 9.4% decrease in dropout rate to 22.9% for PTC students in 2024-25.

2025 California School Dashboard, Suspension Rates (Table 7):

Suspension rates continued to be 0% as reported on the 2025 California School Dashboard, in the Blue, or highest, performance level. PTC has maintained this rate since 2019. Due to the continuing impact of the pandemic on student learning, PTC has focused on providing adequate social and emotional learning (SEL) support for its students. The Madera County Superintendent of Schools (MCSOS) along with the Madera County Behavioral Health Department (MCBH) Department, provided multiple professional learning opportunities, focusing on the social-emotional needs for all students and staff. These trainings provided the PTC staff with skills necessary to better identify and address the needs of PTC students, by creating a systemic approach to make referrals to a site psychologist and utilize the Student Success Team (SST) process to help develop supports for struggling students. PTC's professional learning has also assisted staff members in understanding signs of fatigue and stress by maintaining positive social-emotional health and awareness for community members as well. To continue the focus on SEL needs for students, parents and staff, a CAES SEL team was formed to plan events, activities and presentations to support social-emotional health of students, families, and staff.

PTC Successes include the following:

- 2025-26 LCAP survey responses indicated that the feelings of campus safety remain high, with 97.3% of students feeling safe and 87.6% of parents stating that their children feel safe on campus. Students' connectedness to school improved to 93.4%.
- PTC students continue to be taught by fully credentialed teachers, and PTC staff maintained a low teacher to student ratio (1:29 or lower, with a 1:1 Independent Study instructional format).
- 100% of all PTC students have broad access to resources for credit recovery, including 100% of students with access to instructional technology including 1:1 Chromebooks and Wi-Fi hotspots (as needed).
- All instructional materials are state standards-aligned and new Social Studies and Edgenuity Online Learning curricula has been implemented for 2025-26 school year.
- Academic and SEL counseling remains available to all PTC students.
- 2 Long-term English Learner students were reclassified.
- A total of 2 pregnant/parenting teens, 3 foster youth, and 24 homeless students accessed intervention and support services; including social emotional and counseling. 15 referrals were made to the School Psychologist and home visits were made for student wellness follow-ups.
- PTC students were recognized for quarterly awards in the areas of academics, attendance, and citizenship performance.
- The Facilities Inspection Team (FIT) report for PTC shows all facilities in "Good Repair" for 2025-26.
- 100% of teachers of PTC staff maintained Parent Contact Logs in PowerSchool for full communication about student progress and concerns on a weekly basis.
- In school year 2025-26, PTC hosted 8 Parent Orientation Workshops and grade-level meetings and Parent-Teacher conferences, in addition to an Art Walk in May 2026.
- In 2025-26, 55 parents completed surveys using the ParentSquare digital survey.
- In 2025-26, 236 students completed student surveys.
- PTC provided 77 MCC bus tickets for transportation and Dial-A-Ride is offering door to door transportation at no cost to students under the age of 18 within Madera city limits.
- PTC hosted the first Senior Seminar Day, which was attended by 54 students and 16 adults. The day included Keynote, Dr. Victor Rios, and presentations on preparing for employment, mental health and being financially savvy.
- Students participated in external learning opportunities, enrichment activities, athletic competitions throughout the year. Students enrolled in Childhood Development participated in Community Classroom at Madera County Independent Academy (MCIA) and Early Childhood Education Center.
- Community partnerships have increased to include: Camarena Health, Madera County Behavioral Health, Madera Juvenile Probation, Fresno ROP, Parent Institute for Quality Education (PIQE), Madera County Arts' Council, and Madera-Area COMPACT.

The PTC staff successfully earned a new WASC accreditation of 6 years after a self-study visit during November 2023 and a five-year charter renewal in April 2025.

LREBG:

While the average Distance from Standard Math performance was improved from the baseline year of 137.2 points below, inequalities exist between Overall results and those for Low-Income students and Hispanic students. Low-Income students were 8.2 points lower than Overall, and Hispanic students 15.3 points lower. Additionally, in Math, Hispanic students are at the Red performance level, 203.6 points below standard, and Low-Income students at the Orange level at 198.3 points below. Compared to their peers statewide, Hispanic students are 130 more points below, and 125 more points below. These inequalities are powerful evidence of a need to provide focus on raising students'

achievement in math as measure by the state assessments. To address these inequalities, PTC will use LREBG funds to provide students with supplemental math materials that will be used to provide extra help and interventions when teachers identify specific student needs through ongoing formative assessments. The California School Dashboard Distance from Standard Math performance will be used to measure the effectiveness of this use of LREBG funds.

This expenditure will not expend the entire amount of available LREBG funds, and those will be carried over and planned to be expended as part of the 2027-28 LCAP. (Action 1.17)

Distance from Standard	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
OVERALL	92.5 points below	22.3 points decline	5.3 points decline	199.1 points below	3.2 points improvement	4.1 points improvement
LOW-INCOME	91.6 points below	20.8 points decline	5.3 points decline	198.3 points below	5.4 points improvement	6.3 points improvement
ENGLISH LEARNERS	130.7points below	42.2 points decline	27.4 points decline	242.1 points below	31.8 points decline	38.4 points improvement
LTEL	151.1points below	47.4 points decline	n/d	249.4 points below	38.7 points decline	n/d
HISPANIC	93.7 points below	21.6 points decline	7.8 points decline	203.6 points below	1.4 points decline	11.6 points decline
WHITE	<11	n/d	n/d	<11	n/d	n/d
STUDENTS W/DISABILITIES	<11	n/d	n/d	<11	n/d	n/d

Table 1

Meeting or Exceeding Standard	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
OVERALL	14.1%	1.8% decline	2.4% decline	0%	No change	No change
LOW-INCOME	13.6%	3.1% decline	2.8% decline	0%	No change	No change
ENGLISH LEARNERS	0%	No change	9.1% decline	0%	No change	No change
LTEL	<11	n/d	n/d	<11	n/d	n/d
HISPANIC	14.1%	1.8% decline	3.6% decline	0%	No change	No change
WHITE	<11	n/d	n/d	<11	n/d	n/d
STUDENTS W/DISABILITIES	<11	n/d	n/d	<11	n/d	n/d

Table 2

EAP Percentage Ready	2025 ELA	Change from 2024	Change from Baseline	2025 MATH	Change from 2024	Change from Baseline
OVERALL	0%	1.5% decline	1.3% decline	0%	No change	No change
LOW-INCOME	0%	1.6% decline	1.5% decline	0%	No change	No change
ENGLISH LEARNERS	0%	No change	No change	0%	No change	No change
LTEL	<11	n/d	n/d	<11	n/d	n/d
HISPANIC	0%	1.8% decline	1.6% decline	0%	No change	No change
WHITE	<11	n/d	n/d	<11	n/d	n/d
STUDENTS W/DISABILITIES	<11	n/d	n/d	<11	n/d	n/d

Table 3

Graduation Rates	2025	Change from 2024	Change from Baseline
OVERALL	76.7%	23.2% improvement	34.8% improvement
LOW-INCOME	76.7%	23.6% improvement	35.8% improvement
ENGLISH LEARNERS	75.8%	31.6% improvement	46.7% improvement
LTEL	75.8%	33.3% improvement	n/d
HISPANIC	76.1%	23.5% improvement	37.4% improvement
White	83.3%	23.5% improvement	33.3% improvement
Homeless	61.5%	21.5% improvement	n/d
STUDENTS W/DISABILITIES	<11	n/d	n/d

Table 4

College and Career Preparedness	2025	Change from 2024	Change from Baseline
OVERALL	1.5%	1.5% improvement	0.5% decline
LOW-INCOME	1.5%	1.5% improvement	0.5% decline
ENGLISH LEARNERS	0%	No change	No change
LTEL	0%	n/d	n/d
HISPANIC	2.0%	2.0% improvement	0.5% decline
WHITE	0%	No change	No change

Table 5

	2025 A-G Completion	CHANGE FROM 2024	Change from Baseline	2025 CTE Completion	CHANGE FROM 2024	Change from Baseline
OVERALL	0%	No change	No change	8.1%	2.0% improvement	6.4% improvement
LOW-INCOME	0%	No change	No change	8.1%	1.9% improvement	6.4% improvement
ENGLISH LEARNERS	0%	No change	No change	6.1%	0.9% decline	3.4% improvement
LTEL	0%	No change	n/d	6.1%	1.4% decline	n/d
HISPANIC	0%	No change	No change	9.9%	2.7% improvement	7.7% improvement
WHITE	0%	No change	No change	44.4%	n/d	n/d
HOMELESS	0%	No change	n/d	7.7%	n/d	n/d
STUDENTS WITH DISABILITIES	<11	n/d	n/d	<11	n/d	n/d

Table 6

Suspension Rates	2025	Change from 2024	Change from Baseline
OVERALL	0%	No change	No change
LOW-INCOME	0%	No change	No change
ENGLISH LEARNERS	0%	No change	No change
LTEL	0%	No change	No change
HISPANIC	0%	No change	No change
WHITE	0%	No change	No change
FOSTER YOUTH	<11	n/d	n/d
HOMELESS	0%	No change	No change
STUDENTS W/DISABILITIES	0%	No change	No change

Table 7

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Based of the 2023 CA School Dashboard, PTC has met the "Graduation Rate" eligibility criteria for CSI, meaning the grad rate was under 68%. The Graduation Rate was at the "very low level", meaning PTC met the criteria, since the Graduation Rate was 41.9%. The graduation rate increased to 53.5% in 2024 and 76.7% on the 2025 Dashboard, significant improvements; however, the school remains in CSI for the 2026-27 school year.

Support for Identified Schools

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

In order to address the graduation rate, Goal 4 was created to outline both the matrix and actions that can lead us to increase that percentage of students completing the requirements to graduate successfully.

The District will allocate and align supplemental materials to provide the following support to the identified school in developing and implementing CSI plans:

- Create a CSI Improvement Team consisting of school partners and District leadership;
- Designate a District “lead” to serve as the point of contact for services related to Comprehensive Support and Improvement requirements and activities;
- Provide technical assistance in plan development, monitoring, and evaluation;
- Provide evidenced-based intervention training and support to the identified school. The selection, implementation, and monitoring of evidence-based interventions should reflect considerations of the school’s needs assessment and local context;
- Develop team capacity in continuous improvement, including PDSA (Plan, Do, Study, Act) cycles;
- Review data collection, analysis, and reporting to improve monitoring and evaluation of actions to address CSI.
- Protect time for improvement work, including regularly scheduled meetings to monitor and review.
- Include Senior Cohort teachers in discussions and progress monitor assignment completion weekly.

The local needs assessment will be conducted by the CSI Improvement Team comprised of the Program Director, teachers from the school, and the Executive Director. The Team will examine student data, classroom practices, and input from other school staff, parents, and students. The District will support the school site staff in the development of the School Plan with the assistance of the Executive Director.

The District will also use the services of a consultant with broad experience in SPSA development, state and federal regulations, and plan

alignment. The surveys and data used in conducting the local needs assessment included in the School Plan are administered by the District, which will support release time, as needed, for data evaluation and root cause analysis by the school staff. The District's Fiscal Manager will provide support in fiscal analysis to determine if any resource inequities existed.

Evidence based interventions will be identified and selected through a process of examining research into the nature of the intervention, its effect size, and consideration of the likelihood of success within the local context. Since they will be implemented school wide, all teachers will participate in the consideration and selection of the interventions.

Possible resource inequities will be identified by examining the data and educational partners' input during the needs assessment, and the review of District and school-level budgets cited above. The Executive Director, Fiscal Manager, and the consultant will provide support to the Program Director and site staff regarding how resource inequities might be identified, and that all resources, not just fiscal, must be examined.

Monitoring and Evaluating Effectiveness

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

Pioneer Technical Center will monitor and evaluate the plan in the following manner:

- Plan approval by the MCOS Board of Trustees by the end of June, 2026, and prior to approval of the District's LCAP;
- Regularly scheduled meetings – at least four times per year – of the CSI Improvement Team consisting of school partners and District leadership. Meetings shall include:
- Review and analysis of data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- Review and analysis of data related to "implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- The effectiveness of the plan shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the grad rate will continue to increase with implementation of the plan, while factors negatively affecting graduation rate are decreased. The final evaluation of its effectiveness will be based on the school exiting CSI.
- Reports to the Superintendent or designee regarding progress;
- Summative review, analysis, and evaluation of the plan to determine if revisions to the CSI plan and/or LCAP are recommended for the following year.

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	curriculum and providing the necessary resources and staff development to ensure a quality program is provided. "
Parents	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. The overall sentiment is highly positive, with a significant number of parents stating they would change "nothing" or that the school is already "the best." From those who did provide suggestions, these themes emerged: • A large majority of respondents indicated they have no changes to suggest, with general praise for the staff. Comments like "You guys are an awesome team" and "I wouldn't change nothing" reflect strong trust in the current staff and leadership. • Parents explicitly noted that the teachers and staff are great resources for their children.
Students	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. The feedback from students in the program highlights a strong appreciation for the program's flexible structure and the personal connections they have with their instructors. They enjoy the "independent" and "at your own pace" nature of the program, but they feel secure because the "cool" and "supportive" teachers are always there to help them when they get stuck. Themes from 2026 Students' Survey Responses: • By far the most common element that students mentioned as best about their school was "the teachers." Students feel a genuine sense of support and connection, that their teachers sincerely care about their progress. Students appreciate that they can get help on schoolwork exactly when they need it. • Several students in this program were cited as having the food as a top highlight.
School Site Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26.

Educational Partner(s)	Process for Engagement
	At these meetings, parents were asked for input on LCAP Goals/Actions and the use of CSI funds and the development of the focus goal.
Parent Advisory Committee	Meetings on 4/16/26 and 4/21/26.
English Learner Advisory Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26.
Principal/Administrators	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26.
Support Staff	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26. The Support Staff were surveyed in January 2026. Suggestions from the survey were: • Continue to build the program with more in-person CTE pathways available to students. • Professional development and instructional support to help students be more successful was also mentioned. • A third suggestion was to develop more school events to increase engage with families, students, and staff and learn more about families' strengths, cultures, and how to support their student's goals in education.
Bargaining Units	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 4/16/26, 4/21/26 and 5/28/26.
SELPA	Consultation with SELPA Director May 21, 2026.
Community	The Public Hearing on the LCAP was held June 9, 2026.
Governing Board	The LCAP was adopted by the Madera County Board of Education on June 16, 2026. At that Board meeting, the Local Indicators report was presented prior to LCAP approval. The District's 2026-27 budget was approved subsequent to the LCAP.

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

Gathering Educational Partners' input and feedback is a valuable process in the evaluation and development of the PTC LCAP. PTC staff believes this input actively drives the LCAP process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members and the community, over the course of the year in conducting multiple opportunities for input by administering surveys and meetings for these groups. To maintain optimal access for our community partners, all School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings were held via a Zoom format to accommodate parents with mobility or

transportation issues given our programs operate under a consolidated School Site Council format due to program size and small staffing. Translation services were also provided at each meeting, as needed, and PTC made all efforts to ensure all voices were heard from our partners representing all English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, LCAP process, student achievement data, and program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, Program Directors, Principals, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the LCAP. Although many other topics were addressed, the focus on goals and actions were given highest priority in the writing of the LCAP. To obtain educational partner input in the development and approval of the PTC LCAP, the Career Alternative Education Services (CAES) Division hosted a series of educational partnership input meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Pioneer Technical Center students will stay on course to graduate college and career ready through state adopted standards-based instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Significant declines from the prior year were seen in ELA results, Overall and for all groups. Results for Low-Income students and Hispanic students, remained in the Red ("Very Low") performance level in ELA. For Math, results for Low-Income students (SED) showed some improvement and were in the Orange ("Low"), while Hispanic students remained in the Red ("Very Low") performance level. In both subject areas, inequalities are evident when English Learners are compared to All Students. While our Low-Income students' scores are not significantly different than those Overall, when compared to statewide average scores for that group, our students score 84.4 points lower in ELA and 156.7 points lower in Math, demonstrating clear inequalities experienced by our Low-Income students. As a result, specific actions to address those areas will be included in this LCAP The Percentage of Students Meeting/Exceeding Standard data cited in the "Reflections" section clearly show the discrepancy in ELA results when our English Learners and LTEL are compared to the Overall student population. When Low-Income students are compared to their peers countywide, the gaps in results for both ELA and Math highlight discrepancies in those areas, as well. These results were echoed in the Early Assessment Program (EAP) percentages scoring "Ready" with slightly over 1% of all students and Low-Income students reaching that mark in ELA, and no English Learners. In Math, no Low-Income students or English Learners scored "Ready". English Learner progress in acquiring language skills, as measured by the ELPAC (English Language Proficiency Assessment for California) as reported on the 2025 Dashboard was 40.4%, a decline of 18.6% from the previous year. Steps taken by PTC to increase grade-level proficiency rate include English Learner students receiving standards-based and rigorous direct instruction in the Math, attending designated ELD classes and enrollment in i-Ready Math Acceleration classes for intervention and support. All groups were assigned the "Very Low" performance level on the 2025 California School Dashboard, College and Career Readiness indicator, with Hispanic students assigned a color "Orange". As a result, the specific actions to address those areas in this LCAP will be continued.

While the average Distance from Standard Math performance was improved from the baseline year of 137.2 points below, inequalities exist between Overall results and those for Low-Income students and Hispanic students. Low-Income students were 8.2 points lower than Overall, and Hispanic students 15.3 points lower. Additionally, in Math, Hispanic students are at the Red performance level, 203.6 points below standard, and Low-Income students at the Orange level at 198.3 points below. Compared to their peers statewide, Hispanic students are 130 more points below, and 125 more points below. These inequalities are powerful evidence of a need to provide focus on raising students' achievement in math as measure by the state assessments. To address these inequalities, PTC will use LREBG funds to provide students with supplemental math materials that will be used to provide extra help and interventions when teachers identify specific student needs through ongoing formative assessments. The California School Dashboard Distance from Standard Math performance will be used to measure the effectiveness of this use of LREBG funds. (Action 1.17)

This expenditure will not expend the entire amount of available LREBG funds, and those will be carried over and planned to be expended as part of the 2027-28 LCAP.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Acceleration support per iReady results.	all students receive Academic Acceleration support per iReady results.	all students receive Academic Acceleration support per i-Ready results.	students will receive Academic Acceleration support based on iReady results.	
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training.	During SY 2024-25, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning and McKinney-Vento Training.	During SY 2025-26, 100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning, Human Trafficking Prevention Training, and McKinney-Vento Training.	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.	No change
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report	31.5% of teachers are appropriately credentialed in 2021-22.	MET -- Results reported 29.9% of teachers are appropriately credentialed and assigned in 2022-23 (DataQuest)	MET -- Results reported 28.7% of teachers are appropriately credentialed and assigned in 2023-24 (DataQuest)	100% of teachers will be appropriately credentialed in 2024-25.	2.8% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teacher assignment data.)		[June, 2025, Local Indicators Report to Governing Board]	[June, 2026, Local Indicators Report to Governing Board]		
1.5	Average Number of Credits Earned by Credit-Deficient Students	As of the Fall semester, 2023, 60% of 113 Low-Income students earned more than 30 credits; satisfying the minimum credit recovery requirement for the semester.	As of the Fall semester of 2024, 37% of 151 Low-Income students earned more than 30 credits, satisfying the minimum credit recovery requirement for the semester.	As of the Fall semester 2025, 53% of 137 Low-Income students earned more than 30 credits, satisfying the minimum credit recovery requirement for the semester.	100% of students will earn more than 30 credits; satisfying the minimum credit recovery requirement for the semester.	7% decline in the percentage of students who earned more than 30 credits. An increase of four more than baseline.
1.6	California School Dashboard: Distance from Standard (DFS) As Measured by the SBAC	ELA Distance from Standard: Overall -- 87.1 Points Below English Learners -- 103.3 Points Below Low-income -- 86.3 Points Below Hispanic -- 85.9 Points Below Math Distance from Standard: Overall -- 203.2 Points Below English Learners -- 203.7 Points Below Low-income -- 204.6 Points Below Hispanic -- 192.0 Points Below	ELA Distance from Standard: Overall -- 70.2 Points Below English Learners -- 88.5 Points Below Long-Term English Learners (LTE) -- 103.7 Points Below Low-income -- 70.8 Points Below Hispanic -- 70.1 Points Below Math Distance from Standard: Overall -- 202.3 Points Below English Learners -- 210.3 Points Below	ELA Distance from Standard: Overall -- 92.5 points below English Learners -- 130.7 points below Long-Term English Learners (LTE) -- -151.1 points below Low-income -- 91.6 Points below Hispanic -- 93.7 points below Math Distance from Standard: Overall -- 199.1 points below English Learners -- 242.1 points below	ELA Distance from Standard: Overall -- 60 Points Below English Learners -- 65 Points Below Long-Term English Learners (LTE) -- 80 points below Low-income -- 60 Points Below Hispanic -- 60 Points Below Math Distance from Standard: Overall -- 160 Points Below English Learners -- 160 Points Below Long-Term English	ELA Distance from Standard: Overall -- 5.4 points decline English Learners -- 27.4 points decline LTE -- 47.4 points decline Low-income -- 5.3 points decline Hispanic -- 7.8 points decline Math Distance from Standard: Overall -- 4.1 points improvement English Learners -- 38.4 points decline LTE -- 38.7 points decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard]	LTEL -- 210.7 Points Below Low-income -- 203.7 Points Below Hispanic -- 202.2 Points Below [2024 California School Dashboard]	LTEL -- 249.4 points below Low-income -- 198.3 points below Hispanic -- 203.6 points below [2025 California School Dashboard]	Learners (LTEL) -- -180 points below Low-income -- 160 Points Below Hispanic -- 150 Points Below [2026 California School Dashboard]	Low-income -- 6.3 points improvement Hispanic -- 11.6 points decline
1.7	Percentage of English Learner reclassifications.	5.3% of students reclassified as RFEP.	2% of students were reclassified as RFEP, and four other students had an ELPAC score "4", but did not meet local criteria for reclassification.	6% (2) of students were reclassified as RFEP, and other students had an ELPAC score "4", but did not meet local criteria for reclassification	10% of students reclassified as RFEP	0.7% increase.
1.8	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	52.9% of EL students making progress towards English proficiency. [2023 California School Dashboard]	59.0% of EL students making progress towards English proficiency (Green/High performance level) LTEL: 61.0% [2024 California School Dashboard]	40.4% of EL students making progress toward English proficiency LTEL: 40.0% [2025 California School Dashboard]	60% of EL students making progress towards English proficiency. 70% of LTEL students making progress towards English proficiency. [2026 California School Dashboard]	EL: 11.5% decline LTEL: 21.0% decline
1.9	Percentage of Low-Income and English Learner students showing growth on i-	Percentage of Low-Income and English Learner students showing growth on i-	Percentage of Low-Income and English Learner students showing growth on i-Ready	Percentage of Low-Income and English Learner students showing growth on	Low-income and English Learners will show growth toward grade-level proficiency as	Change for all student groups in reading and Math. ELA Growth:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ready assessments in reading and Math.	Ready assessments in reading and Math. ELA Growth: EL Group - 12.2% SED Group - 23.6% Math Growth: EL Group - 12.5% SED Group - 29.2%	assessments in reading and Math. ELA Growth: EL Group - 20% SED Group - 44% Math Growth: EL Group - 18% SED Group - 43%	i-Ready assessments in reading and Math. ELA Growth: EL Group - 20% SED Group - 18% Math Growth: EL Group - 35% SED Group - 41%	measured by i-Ready in reading and Math: ELA Growth: EL Group - 28% SED Group - 70.0% Math Growth: EL Group - 14.0% SED Group - 68.8%	EL Group - 7.8% improvement SED Group - 5.6% decline Math Growth: EL Group - 22.5% improvement SED Group - 11.8% improvement
1.10	Percentage of students completing 20 Credits in CTE/ROP Courses Before Graduation	100% of students graduating in Fall of 2023 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2024 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2025 completed at least 20 credits of CTE/ROP.	100% of students graduating in Fall of 2026 will complete at least 20 credits of CTE/ROP.	No change
1.11	California School Dashboard: Graduation Rate	Overall -- 41.9% English Learners -- 29.7% Low-income -- 40.9% Hispanic -- 38.7% [2023 California School Dashboard]	Overall -- 53.5% English Learners -- 44.2% LTEL -- 42.5% Low-income -- 53.1% Hispanic -- 52.6% [2024 California School Dashboard]	Overall -- 76.7% English Learners -- 75.8% LTEL -- 75.8% Low-income -- 76.7% Hispanic -- 76.1% [2025 California School Dashboard]	Overall -- 70% English Learners -- 70% Low-income -- 70% Hispanic -- 70% [2026 California School Dashboard]	Overall -- 34.8% improvement English Learners -- 46.1% improvement LTEL -- 33.3% improvement Low-income -- 35.8% improvement Hispanic -- 37.4% improvement
1.12	Academic Proficiency on SBAC ELA, Math, and Science Assessments for Low-Income and English Learner Students	ELA Meeting/Exceeding Standard: Overall -- 16.5% English Learners -- 9.0% Low-income -- 16.1%	ELA Meeting/Exceeding Standard: Overall -- 15.9% English Learners -- 0%	ELA Meeting/Exceeding Standard: Overall -- 14.1% English Learners -- 0%	ELA Meeting/Exceeding Standard: Overall -- 35% English Learners -- 30%	ELA Meeting/Exceeding Standard: Overall -- 2.4% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Meeting/Exceeding Standard: Overall -- 0% English Learners --0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 11.1% English Learners -- n/d Low-income -- 13.0%	Low-income -- 16.7% Math Meeting/Exceeding Standard: Overall -- 0% English Learners -- 0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 5.1% English Learners -- n/d Low-income -- 5.4% [2024 SBAC]	Low-income -- 13.6% Math Meeting/Exceeding Standard: Overall -- 0% English Learners -- 0% Low-income -- 0% Science Meeting/Exceeding Standard: Overall -- 5.0% English Learners -- 0% Low-income -- 5.3% [2025 SBAC]	Low-income -- 35% Math Meeting/Exceeding Standard: Overall -- 20% English Learners -- 20% Low-income -- 20% Science Meeting/Exceeding Standard: Overall -- 25% English Learners -- 25% Low-income -- 25%	English Learners - 9.0% decline Low-income -- 2.5% decline Math Meeting/Exceeding Standard: Overall -- No change English Learners -- No change Low-income -- No change Science Meeting/Exceeding Standard: Overall -- 6.1% decline English Learners -- n/a Low-income -- 7.7% decline
1.13	Percentage of students who have access to Instructional technology	100% of students have access to 1:1. Currently 213 Chromebooks checked out and 65 Wi-Fi Hotspots.	100% of students have access to 1:1. Currently, 213 Chromebooks checked out and 65 Wi-Fi Hotspots.	100% of students have access to 1:1. Currently, 265 Chromebooks checked out and 100 Wi-Fi Hotspots.	100% of students will have access to 1:1.	No change
1.14	Percentage of students who have access and receive a broad course of study.	100% of PTC students had access to a broad course of study including Edgenuity online curriculum.	MET -- Results reported 100% of PTC students had access to a broad	MET -- Results reported 100% of PTC students had access to a broad	100% of PTC students had access to a broad course of study including	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			course of study including Edgenuity online curriculum. [June, 2025, Local Indicators Report to the Board]	course of study including Edgenuity online curriculum. [June, 2026, Local Indicators Report to the Board]	Edgenuity online curriculum.	
1.15	Early Assessment Program (EAP): % PUPILS SCORING "Standard Met or Exceeded" on SBAC ELA and Math Assessments	ELA: Overall: 1.27% SED: 1.49% EL: 0% Hispanic: 1.61% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2023 SBAC Data]	ELA: Overall: 1.22% SED: 1.28% EL: 0% Hispanic: 1.45% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2024 SBAC Data]	ELA: Overall: 0% SED: 0% EL: 0% Hispanic: 0% Math: Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2025 SBAC Data]	ELA: Overall: 6% SED: 6% EL: 6% Hispanic: 6% Math: Overall: 5% SED: 5% EL: 5% Hispanic: 5% [2026 SBAC Data]	ELA: Overall: 1.27% decline SED: 1.49% decline EL: no change Hispanic: 1.61% decline Math: Overall: No change SED: No change EL: No change Hispanic: No change
1.16	California School Dashboard: College and Career Indicator (Percentage of Students "Prepared")	Overall: 2% SED: 2% EL: 0% Hispanic: 2.5% [2023 California School Dashboard]	Overall: 0% SED: 0% EL: 0% Hispanic: 0% [2024 California School Dashboard]	Overall: 1.5% SED: 1.5% EL: 0% Hispanic: 2% [2025 California School Dashboard]	Overall: 10% SED: 10% EL: 10% Hispanic: 10% [2026 California School Dashboard]	Overall: 0.5% decline SED: 1.5% decline EL: No change Hispanic: 0.5% decline

Goal Analysis [2025-26]

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

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

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

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

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

Action 1.6 and 1.7 - Despite not filling an open teaching position, PTC successfully maintained a low teacher to student ratio.

Action 1.8 - The Program Director (bilingual coordinator), along with the school counselor, successfully implemented an assessment review process and consultation with teachers, to monitor student progress and potential reclassifications. This year one long term English Learner student met the criteria for RFEP.

Action 1.9 and 1.10 - Two full-time Instructional Assistants (IAs) assisted low-performing SED students with additional instruction in individual/small group settings to mitigate learning loss and support students with identified areas of growth.

Action 1.11 and 1.12 - Two full-time CTE teachers and one Instructional Assistant created more opportunities for students to participate in relevant, hands-on experiences on and off-campus to apply lessons learned in the classroom.

Action 1.13 - Accelerated Reader (AR) provides a greater variety of books at reading levels accessible to students to increase English literacy and love of reading.

Action 1.14 - Academic counseling was provided, as planned, for Low-income students, including career planning, parent workshops, student field trips to colleges and universities, Social-Emotional counseling, participation in PTC Student Success Teams (SST) Family information nights, student activities for graduates, communication with Junior Colleges for Registration-to-Go (RTG) processes collaboration and connection for students to outside resources including behavioral health, Medi-Cal, services, student academic planning, credit evaluation, tiered re-engagement meetings with families (when site Principal is not available) home visits for students and student course enrollments.

Action 1.15 and 1.16 - Chromebooks and hot-spots were made available for loan to SED students to take home, as needed or requested. Course offerings were supplemented with Edgenuity online courses, which allow students to access a variety of elective and Career Technical Education courses that are required for graduation from PTC.

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

Action 1.1 - Overbudgeted. No replacement materials needed.

Action 1.2 - Overbudgeted. No additional days needed for staff.

Action 1.3 - Overbudgeted. Fewer additional supplies needed.

Action 1.5 - Overbudgeted. Fewer individual professional development opportunities sought by staff.

Action 1.7 - Overbudgeted. No additional staff days needed.

Action 1.9 - Overbudgeted. No additional staff days needed.

Action 1.11 - Overbudgeted. No additional staff days needed.

Action 1.13 - Overbudgeted. Fewer replacement supplies needed.

Action 1.14 - Overbudgeted. No additional staff support needed.

Action 1.15 - Overbudgeted. Licenses less expensive than anticipated.

Action 1.16 - Overbudgeted. Fewer replacement supplies needed.

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

Action 1.1 - Effective: PTC increased Graduation Rate by 23.2%.

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

Action 1.3, 1.4, and 1.5 - Effective: PTC was successful in providing regularly scheduled professional development for all instructional staff that focused on Math pedagogy, instructional practices, Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning during late

start professional development sessions. Additionally, two teachers also participated in self-selected professional development activities from organizations in addition to those provided by PTC. This increase of participating teachers outside the organizational PD structure is powerful for PTC students in the notable areas of MTSS work, ELA and Math instruction, and Designated English Language instruction. These actions assisted with PTC successfully retaining highly effective teachers.

Action 1.6 and 1.7 - Effective: Despite not filling an open teaching position, maintaining a low teacher ratio was successfully accomplished.

Action 1.8 - Effective: The Program Director (bilingual coordinator), along with the school counselor, successfully implemented an assessment review process and consultation with teachers, to monitor student progress and potential reclassifications. One long term English Learner met the criteria for RFEP.

Action 1.9 and 1.10 - Effective: Two full-time Instructional Assistants (IAs) assisted low-performing SED students with additional instruction in individual/small group settings to mitigate learning loss.

Action 1.11 and 1.12 - Effective: Two full-time CTE teachers and one Instructional Assistant created more opportunities for students to participate in relevant, hands-on experiences to apply lessons learned in the classroom. Students were able to have access to more external learning opportunities in settings that were hands-on and industry relevant. 100 percent of eligible students graduated with 20 credits of Career Technical Education.

Action 1.13 - Effective: Accelerated Reader (AR) provides a greater variety of books at reading levels accessible to students to increase English literacy and love of reading.

Action 1.14 - Effective: Academic counseling was provided, as planned, for Low-income students, including career planning, parent workshops, student field trips to colleges and universities, Social-Emotional counseling, participation in PTC Student Success Teams (SST) Family information nights, student activities for graduates, communication with Community Colleges for Registration-to-Go (RTG) processes collaboration and connection for students to outside resources including behavioral health, Medi-Cal, services, student academic planning, credit evaluation, tiered re-engagement meetings with families (when site Principal is not available) home visits for students and student course enrollments.

Action 1.15 and 1.16 - Effective: 100 percent of students received Chromebooks and all students needing internet access were provided Wi-Fi hotspots. This action allowed all students access to course offerings supplemented with Edgenuity online courses, and increased the choices a of elective and Career Technical Education courses that are required for graduation from PTC.

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.

Metric 1.12: Deleted "11th Grade" from metric description to accurately reflect school data that has been reported. Corrected Year 1 data source from "2025 SBAC" to "2024 SBAC".

Action 1.17 added to provide additional math support through the use of LREBG funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA	The Pioneer Technical Center (PTC) will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards. Although the number of students completing the SBAC is too small to generate data for the California School Dashboard, an examination of student data indicates that most Low-Income students have not demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. MCIA will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math. An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Pioneer Technical Center will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.	\$12,000.00	No
1.2	Support Students with IEPs	Since students are enrolled at Pioneer Technical Center on an ongoing basis, all teachers receive an updated roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, an RSP teacher meets with all	\$55,792.00	No

Action #	Title	Description	Total Funds	Contributing
		students on IEPs either individually or in small groups. Direct support for students is provided primarily with scheduled time with the RSP teacher and Instructional . Regular communication between independent study teachers and the RSP teacher ensures identified students are receiving appropriate support.		
1.3	Instructional Staff Professional Development Program	Weekly professional development for PTC staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): • Social emotional learning • Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners • Meeting the needs of Homeless students and Foster Youth • Multi-Tiered Support System (MTSS) • Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.	\$4,500.00	Yes
1.4	Low-Income Students to Make Academic Progress in Math	Based on annually low SBAC and i-Ready Math scores for Low-Income students and English Learners, described in the "Reflections" section, PTC will contract with Fresno County Superintendent of Schools to provide focused, professional development in Math for all teachers and support staff for increasing capacity to teach math effectively. Based on PTC staff survey of PD needs, 50% of staff requested mathematics instructional support and 50% requested mathematics pedagogical support. Training will be pedagogical to improve instruction and teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful for the next grade level. This professional development will improve teachers' instructional practices and close the achievement gap for Low-Income students in mathematics.	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action has resulted in increases in achievement (Distance from standard) on state and local assessments since its inception.		
1.5	Retain Highly Effective Teachers Through Individualized Professional Development	To positively affect academic achievement of Low-Income students in ELA, math, and English language proficiency, PTC staff will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Individualized professional growth that meets the needs of the teacher will be emphasized. Title II	\$12,371.00	No
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	To increase student performance in ELA and Mathematics, PTC staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.	\$1,214,346.00	No
1.7	Maintain Low Student-to-Teacher Ratio	Charter guidelines require student to teacher ratio to remain below ratio of the largest district in Madera County, which is currently 30:1. Low-Income Students, English Learners, and Foster Youth learn and perform at the highest levels when class sizes are lower, so PTC will reduce the teacher caseloads below the 30:1 ratio, allowing more time spent with students and providing a more accurate benchmark to measure student success.	\$982,899.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	English Learner Support	PTC will provide English Language Development (ELD) instruction in order to support students' language acquisition and increased access to core curriculum. PTC also provides professional development to support teachers in their ELD instruction. PTC will provide English Language Development (ELD) supplemental materials and additional support to English Learners who experience academic difficulties. To support English Learner students in achieving English Language reclassification, PTC will use i- Ready English Language Proficiency Assessments as the local assessments to meet reclassification criteria. The Program Director (bilingual coordinator), along with the academic counselor will review assessment results and consult with teacher. The MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research- based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. Title I, Part A	\$20,715.00	No
1.9	Provide Intervention and Instructional Support for Struggling Learners	Students identified as needing additional academic support beyond the parameters of the independent study appointment will be provided additional support from an Instructional Assistant at Pioneer Technical Center, Chowchilla.	\$58,028.00	Yes
1.10	i-Ready Assessments for Grade Level Proficiency	i-Ready assessments will be used to show academic growth and measure grade-level proficiency in ELA and Math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. One Instructional Assistant (IA) will assist students performing below grade level in reading and mathematics during Academic Acceleration classes. The IA will provide individual or small group support to students in the class. Classroom supplies and materials will be provided to students in the Acceleration Class to increase academic proficiency in ELA and Math.	\$63,508.00	No

Action #	Title	Description	Total Funds	Contributing
		Title I, Part A		
1.11	Increase Students Completing CTE Courses	86% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 2% of those students have met the College and Career Readiness indicator on the 2023 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation.	\$229,943.00	No
1.12	Increase Student Support Toward Completing CTE Courses	86% of PTC students are identified as Socio-Economically Disadvantaged (SED), and 2% of those students have met the College and Career Readiness indicator on the 2023 CA Dashboard. Expanding CTE pathways through the usage of in-person and on-line learning will ensure that Low-Income students, English Learners, and Foster Youth are given the opportunity to fulfill CTE/ROP graduation requirements. To address this need, students will be required to successfully complete 20 credits in CTE/ROP courses before graduation. To support SED students in CTE/ROP, an Instructional Assistant (I/A) will provide support during learning opportunities for Low-Income students, English Learners, and Foster Youth students	\$58,695.00	Yes
1.13	Increase Reading Proficiency	PTC will purchase the Accelerated Reader program to encourage recreational reading to build reading proficiency. Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.	\$10,000.00	Yes
1.14	Academic and Social Emotional Counseling for At-Promise Students	The School Counselor will grade-level reclassify all qualifying students based on credits earned, as opposed to traditional freshman, sophomore, junior, and senior years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon	\$186,119.00	No

Action #	Title	Description	Total Funds	Contributing
		satisfying requirements for any of the programs, appropriate courses will be assigned, as graduation requirements may change. The School Counselor will inform the Counseling Specialist and teachers to ensure records are updated and students are enrolled in appropriate classes. The counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Title I, Part A		
1.15	Provide Credit Recovery Options for Low-Income Students	A significant percentage of students enrolling in PTC are credit deficient. To help these students recover credits needed to fulfill graduation requirement, CAES school counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning courses. This will require school counselors to update credit evaluations after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support accessing and using the Edgenuity platform.	\$38,000.00	No Yes
1.16	Access to a Broad Course of Study for Low-Income Students	PTC is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Software and technology will be provided to allow the broadest possible access to these curricular areas. Based on Educational Partner input, less than half of all parents of Low-Income students stated their child(ren) have access to technology (Chromebook and WIFI hotspot). To address this need, PTC will provide these devices, issued on an annual basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.		
1.17	Additional Math Support	PTC will use LREBG funds to provide students with supplemental math materials that will be used to provide extra help and interventions when teachers identify specific student needs through ongoing formative assessments. The California School Dashboard Distance from Standard Math performance will be used to measure the effectiveness of this use of LREBG funds.	\$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PTC will provide resources and services to ensure the social and emotional wellbeing of students and staff, while providing a safe learning environment and learning opportunities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, Educational Partner consultation, and other collected data, the site identifies this goal and subsequent actions as priorities for the site.

Chronic absenteeism rates have decreased from the baseline of 14.3% to 5.9% for All students, English Learners, Homeless, and Low-Income students. PTC staff members believe that steps taken to address this area include building positive relationships with students and families, engaging students in standards-based and rigorous direct instruction in the CORE areas, parent outreach through ParentSquare and connective support with site leadership and counseling staff to invite parents to events planned throughout the year. Parent events' topics include; financial aid workshops, creating conducive learning environments at home, financial aid, college matriculation, and many others. Although parent-teacher conferences have a higher percentage of parent participation, PTC staff continues to examine how to increase parent participation for other school events. Progress monitoring with grade-level cohorts allows ongoing conversations to address concerns and identify effective academic and social-emotional supports for students.

There was a 9.4% decrease in dropout rate to 22.9% for PTC students in 2024-25.

Suspension rates continued to be 0% as reported on the 2024 California School Dashboard, in the Blue, or highest, performance level. PTC has maintained this rate since 2019. Due to the continuing impact of the pandemic on student learning, PTC has focused on providing adequate social and emotional learning (SEL) support for its students. The Madera County Superintendent of Schools (MCSOS) along with the Madera County Behavioral Health Department (MCBH) Department, provided multiple professional learning opportunities, focusing on the social-emotional needs for all students and staff. These trainings provided the PTC staff with skills necessary to better identify and address the needs of PTC students, by creating a systemic approach to make referrals to a site psychologist and utilize the Student Success Team (SST) process to help develop supports for struggling students. PTC's professional learning has also assisted staff members in understanding signs of fatigue and stress by maintaining positive social-emotional health and awareness for community members as well. To continue the focus on SEL needs for students, parents and staff, a CAES SEL team was formed to plan events, activities and presentations to support social-emotional health of students, families, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism (Grades K-8)	All Students -- 14.3% Low-Income -- 14.3% No other groups reported due to numbers <11. [2023 California School Dashboard]	All Students -- 0% Low-Income -- 0% Hispanic -- 0% No other groups reported due to numbers <11. [2024 California School Dashboard]	All Students -- 5.9% Low-Income -- 5.9% Hispanic -- 0% No other groups reported due to numbers <11. [2025 California School Dashboard]	All Students -- 5% Low-Income -- 5% [2026 California School Dashboard]	All Students -- 8.4% improvement Low-Income -- 8.4% improvement Hispanic -- No change
2.2	Number of Student Recognition Assemblies Conducted Throughout the Year	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, and Good Attendance. Five ceremonies conducted in 2023-24.	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, Good Attendance, participation in CTE events and Student Leadership. Six recognition events conducted in 2024-25.	Students recognized at Quarter and Semester for Academic Achievement, PTC PRIDE, Good Attendance, participation in CTE events and Student Leadership. Six recognition events conducted in 2025-26.	PTC will maintain or increase the number of student recognition ceremonies conducted in the 2026-27 school year.	Increase of one.
2.3	Number of Students Participating in Learning Opportunities Outside of the Classroom	In 2023-24: Two team competitions in athletics (eight students)	In 2024-25: Two team competitions in athletics (nine students)	In 2025-26: Two team competitions in athletics (12 students)	Increase number of students participating in external learning opportunities from the prior year.	Increase in number of events and number of students participating in learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two CTE trips to MCIA for student support during school functions One community service trip to Madera Food Bank (5 students)	Six CTE trips to MCIA for student support during school functions and other community classroom learning opportunities provided opportunities for 22 students 31 on-site and off-site Enrichment opportunities attended by 200 students total (duplicate students)	11 CTE trips for 20 students to gain career experience at Early Education Center and Gould during school functions and other community classroom learning opportunities provided 31 enrichment opportunities attended by 559 students total (duplicate students) and three parents		opportunities outside of the classroom.
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school --97.4%. Students responding that they feel connected to school --96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school --94.9%. Students responding that they feel connected to school --90.8%. [2025 Local Climate Surveys]	Students responding that they feel safe at school -- 97.3%. Students responding that they feel connected to school -- 85.3%. [2026 Local Climate Surveys]	Students responding that they feel safe at school --98%. Students responding that they feel connected to school --98%. [2027 Local Climate Surveys]	Decrease of 0.1% and decrease of 10.9%.
2.5	California School Dashboard: Suspension Rate	0% [2023 California School Dashboard]	0%, assigned the Blue performance level. [2024 California School Dashboard]	0%, assigned the Blue performance level. [2025 California School Dashboard]	0% [2026 California School Dashboard]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Attendance Rate	93% as of 4/29/24. [Local Calculation]	93% as of 4/11/25. [Local Calculation]	92.2% as of 3/13/26. [Local Calculation]	100% [Local Calculation]	Decrease of 0.8%.
2.7	Facilities Inspection Tool (FIT)	The FIT report for PTC (October 2023) showed facilities in good repair.	MET-- Results reported The FIT report for PTC showed facilities in good repair. [June, 2025, Local Indicators Report to the Board]	MET-- Results reported The FIT report for PTC showed facilities in good repair. [June, 2026, Local Indicators Report to the Board]	The FIT report for PTC (October 2026) will. show facilities in good repair.	No change.
2.8	High School Dropout Rate	All Students -- 32.3% Low-Income -- 32.7% English Learners -- 37.5% Hispanic -- 31.3% White -- 33.3% No other groups reported due to numbers <11. [2022-23 DataQuest Four-Year Adjusted Cohort Outcomes]	All Students -- 22.9% Low-Income -- 23.2% English Learners -- 20.0% Hispanic -- 21.0% White -- 36.4% No other groups reported due to numbers <11. [2023-24 DataQuest Four-Year Adjusted Cohort Outcomes]	All Students -- 9.2% Low-Income -- 9.2% English Learners -- 15.0% Hispanic -- 9.8% White -- 8.3% No other groups reported due to numbers <11. [2024-25 DataQuest Four-Year Adjusted Cohort Outcomes]	All Students -- 6.5% Low-Income -- 6.5% English Learners -- 6.5% Hispanic -- 6.5% White -- 6.5% Target based on 2022-23 Statewide data. [2025-26 DataQuest Four-Year Adjusted Cohort Outcomes]	All Students -- 23.1% improvement Low-Income -- 23.5% improvement English Learners -- 22.5% improvement Hispanic -- 21.5% improvement White -- 23.0% improvement
2.9	Expulsion Rate	0% [2022-23 DataQuest Expulsion Rate]	0% [2023-24 DataQuest Expulsion Rate]	0% [2024-25 DataQuest Expulsion Rate]	0% [2025-26 DataQuest Expulsion Rate]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Number of Times Needed Home-School Transportation Is Provided for Low-Income Students	MAXX passes are currently free of charge for students being transported from designated stop to stop. 14 students have used this method of transportation during the 2023-24 school year. MUSD bus transportation to PTC has not resumed.	MAXX passes are currently free of charge for students being transported from home to school. 9 students have used this method of transportation during the 2024-25 school year.	MAXX passes are currently free of charge for students being transported from home to school within city limits. 6 students have used this method of transportation during the 2025-26 school year. Additionally, 77 passes were used by students for Madera County Connection as a means of transportation.	All students or families in need will be provided transportation or vouchers/tickets for local public transportation.	Increase of tickets purchased and provided to students to access public transportation.
2.11	Number of Parenting Teens, Foster Youth and/or Homeless Students Receiving Academic and Social-Emotional Services	In 2023-24, there were 32 student referrals to the School Psychologist, with some students receiving referrals for further social-emotional support from outside mental health agencies.	In 2024-25, there were 13 student referrals to the School Psychologist, with some students receiving referrals for further social-emotional support from outside mental health agencies.	In 2025-26, there were 15 student referrals to the School Psychologist, with some students receiving referrals for further social-emotional support from outside mental health agencies.	Maintain access for all parenting, foster youth, and/or homeless students accessing and receiving intervention and support services.	Decrease of 17 students accessing SEL services on campus.

Goal Analysis [2025-26]

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

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

Action 2.1 - Per the 2025 CA School Dashboard, PTC has a 5.9% Chronic Absenteeism rate, which is a 5.9% increase from the previous year.

Action 2.2 - Students were recognized for attendance and academic achievement after each quarter throughout the year. In addition, students in Leadership and ROP construction were also recognized for their commitment and perseverance in completing tasks.

Action 2.3 - Students participated in extended learning opportunities throughout the year. In Chowchilla, there were 232 participants that attended 8 events, which included enrichment activities to develop life skills and culinary interests. Students also made blankets for convalescent hospitals and a prop for puppet theater for the K-8 charter school. This does not include nine field trips attended by over 160 students to parts of California that would not be accessible to them otherwise, because of distance and costs associated for such trips.

Action 2.4 - More than 90% of students report feeling safe at school and connected to school.

Action 2.5 - Per the 2025 CA School Dashboard, PTC had a 0% suspension rate. The use of ParentSquare was successful in supporting regular communication among teachers, administrators, and families to support students' needs. Behavioral concerns were addressed and communicated in a timely manner, and parent conferences successfully conducted. Student report cards, progress reporting and regular calls home were completed, as planned. Professional development was successfully provided to all staff in the areas of behavior intervention.

Action 2.6 and Action 2.7 - Counseling presentations to students in parents were provided to inform of academic progress toward graduation and expectations for students and parents enrolled at PTC. Presentations were held in English and Spanish to ensure all families benefitted from the information in a language most familiar to them.

Action 2.8 - Home visits to students in need of intervention were conducted, as planned, based on the priority list of students to monitor for intervention. In addition, the School Psychologist offered group sessions on campus to equip students with coping skills to increase school connectedness and contribute to overcoming social challenges.

Action 2.9 - PTC was successful in maintaining regular supervision schedules before school and during breaks and lunch. Professional development in conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics was provided to all staff. Communication with students and families contributed to reducing suspensions and increasing school connectedness.

Action 2.10 - Greater emphasis on providing services to Parenting Teens, Foster Youth and Homeless Youth students to increase graduation rates and provide information on College and Career opportunities. Referrals to the School Psychologist contributed toward meeting the needs of students and provided opportunities to services offered by Madera County and other providers.

Action 2.11 - Teachers increased attendance and participation by recognizing more students for positive behavior, improved attendance, and academic growth. Students expressed interest in receiving recognition and increased their effort in their academics, attendance and meeting behavioral expectations.

Action 2.12 - 100 percent of student had access to the online surveys on their assigned Chromebooks

Action 2.13 - External Learning Opportunities for SED students who would otherwise not be able to access these places/events due to the distance and costs involved. These opportunities were attended by almost 600 students (duplicated).

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

Action 2.1 - Overbudgeted. Fewer expenses to meet this action.

Action 2.2 - Underbudgeted. Increased cost due to higher power and supplies cost.

Action 2.6 - Overbudgeted. Fewer presentation supplies needed.

Action 2.8 - Overbudgeted. No meeting expenses necessary.

Action 2.9 - Overbudgeted. No additional support needed due to few suspensions.

Action 2.13 - Overbudgeted. Fewer external learning opportunities for students.

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

Action 2.1 - Somewhat Effective: Per the 2025 CA School Dashboard, PTC has a 5.9% Chronic Absenteeism rate, which is a 5.9% increase from the previous year.

Action 2.2 - Effective: Students were recognized for attendance and academic achievement after each quarter throughout the year. In addition, students in Leadership and ROP construction were also recognized for their commitment and perseverance in completing tasks.

Action 2.3 - Effective: Students participated in extended learning opportunities throughout the year. In Chowchilla, there were 232 participants that attended 8 events, which included enrichment activities to develop life skills and culinary interests. Students also made blankets for convalescent hospitals and a prop for puppet theater for the K-8 charter school. This does not include nine field trips attended by over 150 students to parts of California that would not be accessible to them otherwise, because of distance and costs associated for such trips.

Action 2.4 - Effective: More than 90% of students report feeling safe at school and connected to school, and parents also reported their children feel safe at school.

Action 2.5 - Effective: Per the 2025 CA School Dashboard, PTC had a 0% suspension rate. The use of ParentSquare was successful in supporting regular communication among teachers, administrators, and families to support students' needs. Behavioral concerns were addressed and communicated in a timely manner, and parent conferences successfully conducted. Student report cards, progress reporting and regular calls home were completed, as planned. Professional development was successfully provided to all staff in the areas of behavior intervention.

Action 2.6 and Action 2.7 - Effective: All parent received the same information from school counselors during registration, and presentations to students/parents were provided to inform of academic progress toward graduation and expectations for students and parents enrolled at PTC. Presentations were held in English and Spanish to ensure all families benefitted from the information in a language most familiar to them.

Action 2.8: Effective - This action contributed to students feeling safe on campus. Home visits to students in need of intervention were conducted, as planned, based on the priority list of students to monitor for intervention. In addition, the School Psychologist offered group sessions on campus to equip students with coping skills to increase school connectedness and contribute to overcoming social challenges.

Action 2.9 - Effective: PTC was successful in maintaining regular supervision schedules before school and during breaks and lunch. Professional development in conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics was provided to all staff. Communication with students and families contributed to reducing suspensions and increasing school connectedness.

Action 2.10 - Effective: Despite having lower student enrollment, services continued to ensure students felt safe on campus with a sense of connectedness. Greater emphasis on providing services to Parenting Teens, Foster Youth and Homeless Youth students to increase graduation rates and provide information on College and Career opportunities. Referrals to the School Psychologist contributed toward meeting the needs of students and provided opportunities to services offered by Madera County and other providers.

Action 2.11 - Effective: Teachers increased attendance and participation by recognizing more students for positive behavior, improved attendance, and academic growth. Students expressed interest in receiving recognition and increased their effort in their academics, attendance and meeting behavioral expectations. Students expressed an interest in being recognized.

Action 2.12 - Effective: 100 percent of student had access to the online surveys on their assigned Chromebooks

Action 2.13 - Effective: Over 500 students participated in External Learning Opportunities.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain a Safe Campus	PTC will continue to provide active and proactive interactions by all staff to create a safe and secure learning environment for students. This will be done by maintaining regular supervision schedules before school and during breaks and lunch. Professional development in the following will be discussed: conflict resolution, restorative justice, substance use and abuse awareness, and other social emotional topics. Professional development may be provided by PTC leadership, MCSOS specialists, or outside sources which could include Madera County Probation, Madera County Behavioral Health, Specialists from other County Offices of Education, or other specialists as needed.	\$10,000.00	Yes
2.2	Maintain School Facilities	PTC staff will help provide a clean and safe campus that fosters student learning and pride in the facilities. This is done through regularly scheduled facilities inspections, communication with site and maintenance staff to identify and address problems in a timely manner. Work orders are submitted and attended to while prioritizing any that pose safety concerns.	\$287,471.00	No
2.3	Host Annual School Events	At least two events held annually to support greater school connections. Administrators, Principal, School Counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all PTC families.	\$1,500.00	No
2.4	Provide Student Transportation As Needed to and from School	As 90% of PTC students are Low-Income, PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC events.	\$400.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Increase Student Attendance	Understanding that academic success increases when students attend school, PTC staff believe all students achieve more when they attend on a regular basis. PTC will increase student attendance rates and decrease chronic absenteeism rates by celebrating and recognizing good attendance through the use of incentives. Students with perfect attendance will be celebrated monthly with certificates and other school incentives. Additionally, effective home-school communication, building positive relationships, ParentSquare messages, parent meetings, and home visits by administrators, academic counselors, and the school psychologist will increase school connectedness and the desire to attend regularly.	\$62,583.00	No
2.6	Counseling Presentations	School Counselors present or invite guest presenters to provide information on resources and services available to students. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, grade-level cohort meetings to inform students and parents of academic progress toward graduation.	\$8,000.00	Yes
2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	To address dropout rates, PTC will do the following: Administrators/Principal and School Counselors will make home visits to students in need of intervention. Academic counselors and teachers will maintain communication to intervene with students who are falling behind academically and/or have attendance issues. Communication with English and Spanish speaking parents will be made by administration, academic counseling, teachers and other staff to ensure parents are aware of academic and attendance issues in a timely manner through phone calls, conferences, and ParentSquare. Administration and academic counseling will plan to provide parent education nights to inform and give strategies parents to help intervene and support their students academics and attendance issues. Site Administration/Principal and School Counselor will maintain a priority list of students to monitor for intervention.	\$3,000.00	Yes
2.8	Provide Behavioral Health Intervention and Support Services	PTC staff will coordinate with behavioral health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development aligned to substance use and abuse identification and prevention will be provided to all PTC staff. When necessary, support from outside agencies may be explored and provided to individual students or groups with common areas of intervention.		
2.9	Suspension Rates	PTC will maintain low suspension rates by continuing opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated in a timely manner. Parent conferences develop better communication between home and school, as well as student report cards, progress reporting and regular calls home. Professional development provided by PTC, specialists from MCSOS, and outside educational agencies in the areas of behavior intervention and other practices will be provided to all PTC staff.	\$1,500.00	No
2.10	Expand Support Services for Parenting Teens, Foster and Homeless Youth	Based upon the increased SEL needs of students who are parents themselves and other at-risk youth; all parenting teens, foster youth and/or homeless students will have the opportunity to receive increased academic and social-emotional services provided by academic interventions and service referrals from teachers, counseling, school psychologist, foster/homeless youth coordinator, and connections/referrals to Madera County Health services. Professional Development is provided to PTC staff to better support students' SEL needs. PD will be offered at least three times per year by mental health professionals, including the school psychologist.	\$18,568.00	No
2.11	Positive Student Recognition Program	PTC administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the school community, affect positive school culture, and outreach to parents. Students are recognized for academic progress, attendance, and P.R.I.D.E. citizenship awards, and parents are invited to attend the assemblies. Teachers recognize and nominate students. Support staff to contact students and parents, and students and parents are contacted using ParentSquare as well.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Climate Survey Responses	A Google link survey will be sent out annually on ParentSquare in both English and Spanish. To address how to increase the return rate percentages for each year, data will be disaggregated, led by the Program Director and CAES Leadership team. LCAP Educational partner input will be solicited through School Site Council (SSC) ELAC, and Parent Advisory Committee (PAC) meetings. Surveys will be administered through the ParentSquare portal and information from students and parents through teacher communication and parent- teacher conferences. Feedback and professional development in the areas of site and student safety will be administered by PTC leadership, MCSOS specialists, or outside agencies with expertise in school and student safety.	\$0.00	No
2.13	External Learning Opportunities for Students	For the 2024-25 school year, teachers will plan field trips and guest presenters that enhance student learning and increase a connectedness to school. Field trips allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions.	\$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PTC will encourage greater educational partnership and input by developing meaningful community, parent and family relationships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data, the site identifies this goal and subsequent actions as priorities for the site. Goal 3 is a broad goal focused on improving performance across a wide range of metrics listed below. Opportunities for parents and community to participate and communicate effectively, need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and education so they can participate actively in the PTC community to better promote educational success for their children. PTC will maintain supportive learning environments that assist families in feeling connected to the program, increase participation in advisory committees, and provide other educational partner feedback opportunities to guide PTC through the next three years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Parents Using ParentSquare to Communicate with the School	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents will be in contact with teachers via ParentSquare texting feature. [Local Data]	No change.
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature.	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature.	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature.	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[Local Data]	[Local Data]	[Local Data]	
3.3	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2025-26. [Local Data]	100% of Teachers will provide access to PowerSchool to log entries in 2026-27. [Local Data]	No change.
3.4	Number of Parents Attending School Events	4 school events offered to parents/ family members in 2023-24. 15 parents/family members attended events. [Local Data]	16 school events offered to parents/ family members in 2024-25. 72 parents/family members attended school events. [Local Data]	13 school events offered to parents/ family members in 2025-26. 55 parents/family members attended school events. [Local Data]	7 school events will be offered to parents/ family members in 2026-27. 50 parents/family members will attend events. [Local Data]	Increase of 9 school events and an increase of 40 parents attending.
3.5	Community Outreach Opportunities	With the additional of PIQE, PTC now has 6 community partners. Five families participated in the Community Appreciation Day.	PTC now has six community partners, and five community partners participated in a Wellness event hosted at PTC on 5/16/25, which was attended by 24 students, 5 parents, 17 staff, and 29 other community partners.	PTC now has seven community partners, and four community partners participated in Senior Seminar Day hosted at PTC on 4/15/26, which was attended by 54 students and 23 adults, seven presented information and/or hosted a booth.	Increase the number of community partners and connect them with families and students.	Increase of 1 community partner.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Educational Partner Input and Participation	In 2023-24, 36 parents completed the Spring School Climate surveys in digital form. 15 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	In 2024-25, 33 parents completed the Spring School Climate surveys in digital form. 12 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	In 2025-26, 55 (7 Spanish-speaking) parents completed the Spring School Climate surveys in digital form. 23 parents participated in School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	Increase the number of parent and community responses from the prior year. Increase the number of parents attending School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) meetings.	Increase of 19 parents completing LCAP surveys and an increase of eight parents participating in ELAC and SSC from 2024-25.

Goal Analysis [2025-26]

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

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

Action 3.1 - PTC staff were successful in communicating with parents of students in their home language through personal phone calls, home visits, the ParentSquare application/website, an updated and maintained school website, and quarterly progress reports and semester report cards, with information regarding school administration, activities, student progress and attendance. Bilingual translations were provided for all parent meetings, as planned. Staff were also successful in recording daily communication in PowerSchool to maintain an accurate record of communication with students and families.

Action 3.2 - Counseling staff successfully used the ParentSquare app/website to promote, deliver, and translate important information to parents, and English/Spanish language flyers were distributed on site. Presentations specifically designed for parents of English Learners community were provided. CAES counselors used parent surveys and follow-up contact to determine and conduct parent seminars and workshops throughout the year. Parent-teacher conferences were conducted, as planned; otherwise, community events continued to present a challenge in getting more than scant parent/family attendance. Conducting the career fair was also a challenge. ParentSquare was successfully used to survey and poll all parents on a regular basis, and administration disaggregated the results, disseminated the information to staff, and used the data for LCAP planning.

Action 3.3 - All staff maintained daily logs of contacts with parents to successfully enhance communication efforts, and 100% of parents receive notifications and messages through ParentSquare.

Action 3.4 - 16 school events offered to parents/ family members in 2025-26 and were attended by 55 parents/family members attended school events. In addition, parent-teacher conferences were attended by a high percentage of parents and enrollment meetings were attended by all 100% of parents during the school year. PTC staff partnered with Parent Institute for Quality Education (PIQE) for parent education sessions held in fall and spring semesters and 40 parents participated in the program.

Action 3.5 - A digital Google link was sent out to all families via ParentSquare and parents successfully used it to respond to surveys and requests for input. PTC also provided opportunities for parent input through the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Advisory Committee (PAC). The Principal/Program Director and teachers sent weekly messages to parents and students to keep information up to date, as planned. ParentSquare was successfully used to survey and poll all parents on a regular basis, and administration disaggregated the results, disseminated the information to staff, and used the data for LCAP planning.

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

Action 3.2 - Underbudgeted. Increased cost for translations.

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

Action 3.1 - Effective: PTC staff were successful in communicating with parents of students in their home language through personal phone calls, home visits, the ParentSquare application/website, an updated and maintained school website, and quarterly progress reports and semester report cards, with information regarding school administration, activities, student progress and attendance. Bilingual translations were provided for all parent meetings, as planned. Staff were also successful in recording daily communication in PowerSchool to maintain an accurate record of communication with students and families.

Action 3.2 - Effective: Counseling staff successfully used the ParentSquare app/website to promote, deliver, and translate important information to parents, and English/Spanish language flyers were distributed on site. Presentations specifically designed for parents of English Learners community were provided. CAES counselors used parent surveys and follow-up contact to determine and conduct parent seminars and workshops throughout the year. Parent-teacher conferences were conducted, as planned; otherwise, community events continued to present a challenge in getting more than scant parent/family attendance. Conducting the career fair was also a challenge. ParentSquare was successfully used to survey and poll all parents on a regular basis, and administration disaggregated the results, disseminated the information to staff, and used the data for LCAP planning.

Action 3.3 - Effective: All staff maintained daily logs of contacts with parents to successfully enhance communication efforts, and 100% of parents receive notifications and messages through ParentSquare.

Action 3.4 - Effective: PTC has significantly increased the number of school events for students and families to attend. This year, 16 school events offered to parents/ family members in 2024-25 and were attended by 72 parents/family members attended school events. In addition, parent-teacher conferences and enrollment meetings were attended by all parents during the school year. PTC staff partnered with Parent Institute for Quality Education (PIQE) for parent education sessions held in fall and spring semesters. 40 parents participated in the program.

Action 3.5 - Effective: Parents are able to access the electronic survey in English or Spanish to provide input for improving educational opportunities for all students. PTC also provided opportunities for parent input through the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Advisory Committee (PAC). The Principal/Program Director and teachers sent weekly messages to parents and students to keep information up to date, as planned. ParentSquare was successfully used to survey and poll all parents on a regular basis, and administration disaggregated the results, disseminated the information to staff, and used the data for LCAP planning. Although more parents are attending ELAC meetings, it is not the same group of parents at each meeting.

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

No Changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote School Communication	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare. Documents developed through the use of Document Tracking Services (DTS) will enhance communication to families through organized, clearly-written and developed documents. DTS also provides translation services for essential documents.	\$3,150.00	Yes
3.2	Promote Participation of Families of English Learners	Spanish is the primary language of more than 99% of English Learner students enrolled in PTC. PTC staff will increase participation of the parents of our English Learners through personal invitations via phone	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistants and support staff are Spanish-speaking and facilitate clear and prompt communication.		
3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	PTC parents have shown low rates of home to school communication and participation such as completion of LCAP surveys, and attending school events including college preparation seminars that were offered 3-5 times a year by the counseling team. To increase parent involvement, PTC will do the following: • Counseling will use ParentSquare app/website to promote, deliver, and translate college preparation, financial aid documents, and parent seminar and workshop flyers. • Presentations specifically designed for the EL community will be a priority, with 17% of the PTC student population being English Learner students and RFEP (30% of enrollment) students. • Printed flyers in both English and Spanish will be distributed on site. • Two CAES counselors will use parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. • PTC teachers will continue to hold parent-teacher conferences at the beginning of the Spring semester as a follow up to initial meetings at enrollment. These conferences will be focused on i-Ready data analysis, academic progress, attendance updates, and general academic planning. • Administration, counseling, teaching, and leadership students will develop PTC community events such as a school carnival, open house and back to school nights. Coordination of a career fair that include military representation, local community colleges, local employers, job corps, and the Madera County Workforce Development will take place once a year. • ParentSquare will be used to survey and poll all parents on a regular basis. PTC administration will set parameters and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Program Director will disaggregate and disseminate the data from those surveys.		
3.4	Develop Greater Community Outreach Opportunities	Since 90% of PTC students are SED, all students would benefit from PTC's participation in the Madera County Compact. With the need for PTC students to have positive community interactions, building outreach opportunities will be beneficial to our students. PTC will establish partnerships and engage in community outreach. PTC leadership will continue to attend the quarterly Madera Compact Meetings, the monthly Commercially Sexually Exploited Children (CSEC) meetings, and quarterly Juvenile Justice Coalition (JJC) meetings with Madera County Probation. PTC counselors will continue to coordinate with both Madera Community College and Merced Community College to provide students with 3-4 financial aid information nights, a Registration-to-Go information night each semester. Many SED students are not aware of options available to them. Outreach and connection to local community colleges can provide future opportunities. To build community outreach for students beyond supporting the Kids' Day fundraiser for Valley Children's Hospital, former partnerships with community groups such as GRID Solar Solutions, and 4C's Construction need to be rekindled and expanded upon through exploration of other options within the community. Participation in the Madera County Compact can provide contacts to continue expanding student opportunities in the community. The Compact has utilized Leadership students for serving and hosting during their Compact Luncheon and PTC plans to continue this partnership in the future. Parent Institute for Quality Education (PIQE) has become a new educational partner for PTC. Existing partnerships include Camarena Heath, Madera County Behavioral Health, Fresno ROP, and Madera County Juvenile Probation.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Increase Educational Partner Input and Participation	As a step to hasten the data collection process, increasing educational partner participation continues to be important for PTC. To increase participation in surveys to inform planning and decision-making, a digital Google link will be sent out to all families via ParentSquare. PTC will also provide opportunities for parent input through participation in formal and informal advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and other school engagement meetings. This will increase parent involvement for the unduplicated student population; which makes up 90% of PTC's overall student population. As it has been quite challenging to reach all PTC families, all avenues of communication are considered. Increased communication from the principal, counselors, and teachers through the ParentSquare app/website keeps families informed and provides translation of all text information. The Principal/Program Director and teachers send weekly messages to parents and students to keep information up to date. Phone calls to parents of EL students in Spanish are also made to support staff prior to all meeting opportunities. Parents of RFEP students are also a focus group to increase participation. ParentSquare will also be used more prominently to survey and poll all parents on a regular basis. Currently 98% of parents are able to be contacted through the website. PTC staff will set poll parameters and disaggregate and disseminate collected data from those polls.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 30, 2026, Pioneer Technical Center will increase the graduation rate by 10%.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Pioneer Technical Center was identified for CSI based on low graduation rates. On the 2024 California School Dashboard, Graduation rates were shown to have increased by double digits from the prior year for all groups except White students. However, they remain at the Red level because they are below 67%. As a result, we will continue implementation of the specific actions that are included in this LCAP to address those areas. Significant differences are not evident among PTC students, with the exception of English Learners, LTEL, and Homeless students, which may reflect the result of a lack of academic proficiency mentioned above. Academic deficiencies for Low-income students and English Learners become clear when they are compared to their peers countywide. As a result of graduation rates below 68%, PTC is eligible for Comprehensive Support and Improvement (CSI) and plans to address CSI and improve graduation rates as described in LCAP Goal 4.

Goal 4 is a targeted goal focused on improving graduation rates for Hispanic, White, and Socio-economically Disadvantaged students. This goal will be achieved using actions that address multiple factors that may contribute to improving graduation rates for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	Overall -- 41.9% English Learners -- 29.7% Low-income -- 40.9% Hispanic -- 38.7% [2023 California School Dashboard]	Overall -- 53.5% English Learners -- 44.2% LTEL -- 42.5% Low-income -- 53.1% Hispanic -- 52.6% [2024 California School Dashboard]	Overall -- 76.7% English Learners -- 75.8% LTEL -- 75.8% Low-income -- 76.7% Hispanic -- 76.1% [2025 California School Dashboard]	Grad rate will be 71.9% according to the CA School Dashboard.	Overall -- 34.8% improvement English Learners -- 46.1% improvement LTEL -- 33.3% improvement Low-income -- 35.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic -- 37.4% improvement

Goal Analysis [2025-26]

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

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

Action 4.1: Increased Support for EL Students -- Due to a significant increase in the English Learner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.

Action 4.2: Increased Parent Education -- This action was successful: As a result of parent feedback via school enrollment and LCAP surveys, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will partner with a Parent Education Organization to empower parents to better assist their children. PTC partnered with PIQE and significantly increased the number of parents participating in parent education/input meetings with 40 parents attending at least one session.

Action 4.3: Increase school connectedness for all students -- This action was successful: Student attendance was at 92.7%. Additionally, 93.4% of students stated they feel they are part of the school and 97.3% of students stated they feel safe at school.

Action 4.4: Monitor Plan Effectiveness -- This action was effective. Attendance was monitored regularly, along with student achievement data. PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to 'implementation progress markers' identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI.

Action 4.5: Edgenuity Licenses -- Additional Edgenuity licenses will be purchased to provide low performing students access to A-G and CTE approved courses that will meet graduation requirements

Action 4.6: Academic Tutoring for Low Performing Students -- This action was not implemented based on educational partner feedback with data supporting that this resource is not effective. PTC will continue to explore and implement effective academic support for students to access in-person tutoring. PTC will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2026-27.

Action 4.7: Supplemental Curriculum for English Learners -- ELD curriculum was renewed during the 2025-26 school year and additional instructional support provided by MCSOS ELA/ELD Program Director. PTC uses StudySync as the curriculum for English Language Arts, and the StudySync Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. Despite the academic progress and increased graduation rates of English Learners and Long-Term English Learners, students in the Level 1 and Level 2 courses continue to require developing greater foundational skills that will lead to greater English Proficiency.

Action 4.8 - Provided additional student support. PTC hosts a student population which is 94.7% SED. Traditionally, PTC students often lack basic scholastic materials for school which would better equip each student for success. Additionally, prior to this intervention, these students would often show up for school without the basic materials and supplies for school.

Action 4.9 - Summer School. A large portion of the PTC student body comes to our school credit deficient and summer school is a means of closing the credit deficiency gap toward graduation.

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

Action 4.1 - Overbudgeted. No additional days and fewer support hours needed from instructional assistant.

Action 4.2 - Overbudgeted. Only utilized two parent learning workshops series as needed.

Action 4.3 - Underbudgeted. Additional increased costs for school activities and materials.

Action 4.5 - Overbudgeted. Fewer licenses needed.

Action 4.6 - Overbudgeted. Fewer licensed and professional development opportunities needed.

Action 4.7 - Underbudgeted. Cost of curriculum more expensive than anticipated.

Action 4.8 - Underbudgeted. Increased costs due to higher prices.

Action 4.9 - Overbudgeted. Student demand was low.

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

Action 4.1 - Effective: Although no students met the local criteria for RFEP, 40% of Long-Term English Learners are making progress toward English proficiency as measured by the Summative ELPAC.

Action 4.2 - Effective: Parent participation increased significantly, as evidenced by 40 parents participating in at least one session, with many attending multiple parent education sessions.

Action 4.3 - Effective: Since student attendance remains above 92%. Additionally, 93.4% of students stated they feel they are part of the school and 97.3% of students stated they feel safe at school.

Action 4.4 - Effective: Graduation rate (76.7%) increased by 23.2% from the previous year.

Action 4.5 - Effective: 10 additional licenses purchased for the 2025-26 school year giving more students access to electives and CTE offerings.

Action 4.6 - Not Effective: Online tutoring is not accessed according to an educational partner who previously purchased this type of student academic support. PTC will explore other in-person options.

Action 4.7 - Effective: English Learners and Long-Term English Learners had the greatest increase in graduation rate, 31.6% and 33.3%, respectively. PTC will continue to work with MCSOS ELA/ELD Program Director to provide academic coaching and effective instructional practices to increase the Grad Rate of English Learner students, particularly Level 1 and Level 2 students. The Graduation Rate for English Learner students for the 2025-26 school year was 75.8.

Action 4.8 - Effective. Materials purchase to support all students at PTC who were in need of school materials.

Action 4.9 - Ineffective. Summer School session not run due to low student demand given 28 graduates at December mid-point. (31 on track for June graduation)

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

Metric 4.1 data updated to include student groups for accuracy.

Actions 4.10-4.13 added to continue to address graduation rate among student population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased Support for EL Students	Due to a significant increase in the English Learner student population over the last 3 years, An Instructional Assistant (0.2 FTE) will be assigned to provide additional direct support to EL students in designated ELD classes. This additional support will help EL students gain greater access to curriculum and contribute toward increased re-designation and graduation rates.	\$40,028.00	No
4.2	Increased Parent Education	As a result of parent feedback via school enrollment and LCAP surveys, a significant number of parents requested parent education on how best to help their children be successful in the Pioneer Technical Center program as a necessary measure for improving student success toward meeting graduation requirements. PTC staff will continue to partner with a Parent Education Organization to empower parents to better assist their children.	\$95,000.00	No
4.3	Increase School Connectedness for all Students	Students achieving at least 95% attendance will have opportunities for participating in monthly, quarterly, semesterly, and yearly school activities to strengthen a connectedness to the PTC academic program.	\$70,000.00	No
4.4	Monitor Plan Effectiveness	PTC staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, PTC staff will review and analyze data related to 'implementation progress markers' identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. PTC staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Edgenuity Licenses	Additional Edgenuity licenses will be purchased to provide low performing students access to A-G and CTE approved courses that will meet graduation requirements.	\$47,826.00	No
4.6	Academic Support for Low-Performing Students	Pioneer Technical Center staff uses i-Ready diagnostic assessments and prescriptive lessons as a means of remediating all SED and English Learner students in the areas of Reading and Mathematics to ensure students become grade level proficient and meet graduation requirements.	\$85,000.00	No
4.7	Supplemental Curriculum for English Learners	PTC uses StudySynch as the curriculum for English Language Arts, and the StudySynch Designated ELD curriculum for all ELD classes. Given the complexity of the program, and increased number of English Learners in the program over the last three years, still small numbers of students are being reclassified as Re-designated Fluent English Proficient (RFEP), and many low performing EL students are not progressing toward English Language Proficiency as measure by ELPAC. English Learners in the Level I and Level 2 courses are in need of supplemental curriculum to target greater foundational skills that will lead to greater English Proficiency.	\$70,000.00	No
4.8	Provide Additional Student Support	Some SED students may require additional support throughout the school year, beyond the academic support provided by teachers and instructional staff. Students who fall behind academically tend to have higher absenteeism rates and lower stability rates, which affect the graduation rate. These students have lost instructional time at school and may be absent due to lack of personal school items such as backpacks or other needs that prevent students from attending school. This action will provide funding for special or additional supplemental materials that are principally directed toward meeting the needs of those students.	\$60,000.00	No
4.9	Summer School for Credit-Deficient Students	Summer school will allow SED students a greater opportunity to graduate with their cohorts. Most students who enroll at PTC after their first year of high school are already credit deficient and are less likely to graduate high	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school in four years. This action is intended to have a positive effect on the graduation rate at PTC. "While most students that failed one or more classes did not graduate from high school, the findings indicated that these students are more likely to graduate from high school if they participate in the summer school program than if they do not. As the number of times that students participated in the summer school program increased, the more likely they were to graduate from high school." Trujillo, G. 2012. Participation in Summer School and High School Graduation in the Sun Valley School District (ED551743).		
4.10	Instructional Coaching for Site Administrators and Teachers	To better prepare SED students for classroom success and ultimately high school graduation including college and career preparedness, effective classroom instruction is necessary every day. Students must learn from teachers who are best prepared, and instructional leaders who can best evaluate effective learning environments. An instructional coach will provide ongoing support for instructional leaders for effective classroom instruction.	\$40,000.00	No
4.11	Increasing College Connectedness	So often, SED students lack exposure to institutes of higher learning to explore what opportunities are available for post-high school study. Students will experience Institutes of Higher Learning through college campus visits and tours to learn of the numerous programs available, college culture, and campus life available to students after high school graduation.	\$60,000.00	No
4.12	Increasing College and Career Preparedness	Pioneer Technical Center students often come from backgrounds of very limited means, and lack exposure to careers that lead to paths of better upward mobility. PTC students must have opportunities to learn of a variety of career options and the available resources on how best to attain those careers in Madera County.	\$45,000.00	No
4.13	Monitor Student Progress	PTC students traditionally have a lower stability rate than students of comprehensive school settings. PTC Staff finds it imperative to best	\$34,000.00	No

Action #	Title	Description	Total Funds	Contributing
		monitor student academic progress and fulfillment of high school graduation requirements. PTC Staff will seek to enhance the Student Information System through the use of available system enhancements that will increase the ability to monitor student progress toward fulfilling high school graduation requirements, college readiness and CTE Pathway completion.		

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
\$956,409	\$121,767

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
42.411%	11.799%	\$255,080.77	54.210%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Instructional Staff Professional Development Program Need: English Learner proficiency in ELA continues to be a focal point for PTC Staff because zero English Learners met re-designation criteria in 2025-26. To meet the learning needs of these students, this action will be continued.	Weekly professional development for PTC staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): Social emotional learning	California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	- Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners - Meeting the needs of Homeless students and Foster Youth - Multi-Tiered Support System (MTSS) - Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS CAES Division, cited Goal 1 Action 5. PTC staff expect that this focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	- Redesignation Rate - i-Ready ELA assessments - California School Dashboard: ELA Distance from Standard - California School Dashboard: - Students Graduating with a High School Diploma
1.4	Action: Low-Income Students to Make Academic Progress in Math Need: School year 2024-25 CAASPP results indicate 0% of students are meeting or exceeding standard in Math. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. Scope:	MCSOS CAES Division will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Since students enrolled at PTC are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms. PTC staff expect this action to result in improved math achievement for our Low-Income and English Learner students, as it will provide our	- i-Ready Math assessments - California School Dashboard: Math Distance from Standard

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	instructional staff with an enhanced "toolkit" of math instructional strategies to meet the individual needs of each student, and to more effectively group students based on their abilities. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an Schoolwide basis.	
1.7	Action: Maintain Low Student-to-Teacher Ratio Need: School year 2024-25 CAASPP results indicate 0% of students are meeting or exceeding standard in Math, and 14.08% meeting or exceeding standard in ELA. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. Scope: Schoolwide	Student to teacher ratio should be lower than the ratio for Madera Unified. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is lower. As a result, PTC staff expects that students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teachers allow students to benefit from increased, in-person course offerings. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on a schoolwide basis.	• i-Ready ELA assessments • California School Dashboard: ELA Distance from Standard • i-Ready Math assessments • California School Dashboard: Math Distance from Standard • California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Redesignation Rate
1.9	Action: Provide Intervention and Instructional Support for Struggling Learners Need:	Aside from having a lower student to teacher ratio, students will benefit from an Instructional Assistant being available to provide direct academic support to low-performing students. As a result, PTC staff expects that students will improve academic	• i-Ready ELA assessments • California School Dashboard: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School year 2024-25 CAASPP results indicate 0% of students are meeting or exceeding standard in Math, and 14.08% meeting or exceeding standard in ELA. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. Scope: Schoolwide	achievement in ELA and Math through the increased support. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	Distance from Standard • i-Ready Math assessments • California School Dashboard: Math Distance from Standard • California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Redesignation Rate
1.12	Action: Increase Student Support Toward Completing CTE Courses Need: California School Dashboard indicates only 1.5% of PTC students are "prepared" for the College/Career Indicator. Scope: Schoolwide	To provide Low-Income students with access to an in-person CTE courses, an Instructional Assistant will provide additional support to Low-income students to increase College and Career Readiness Metric, since the 2025 California School Dashboard indicates only 1.5% of students are prepared. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	Graduating students will have earned at least 20 CTE credits Increase in College/Career indicator on California School Dashboard
1.13	Action: Increase Reading Proficiency	All students will benefit from AR books of various topics and interests at their academic/reading level. Most recent SBAC results indicate fewer	• i-Ready ELA assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: School year 2024-25 CAASPP results 14.08% meeting or exceeding standard in ELA, which is well below the state level. Formative and summative math assessments, indicate that students are not progressing in ELA and are at risk of not fulfilling high school diploma requirements. Scope: Schoolwide	than 20% of students are meeting or exceeding standard in ELA. This Action, along with Goal 1 Action 10 will contribute to low-performing students increasing their academic language proficiency. PTC staff expect to see increases in ELA achievement as instructional staff use assessments to measure student progress and to make instructional decisions based on those results. Formative and summative assessments will be used to identify specific needs of a student and enable staff to respond to that need. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• California School Dashboard: ELA Distance from Standard • STAR Testing • California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • English Learner Redesignation Rate
1.15	Action: Provide Credit Recovery Options for Low-Income Students Need: PTC students come from various districts within Madera County, and, based on assessments conducted when students enroll, the Low-Income, English Learner, and Foster Youth students are significantly credit deficient. Since this action was implemented, the improvements in graduation rates for Low-Income students, English Learners, and LTEL have risen dramatically: English Learners -- 46.1% improvement LTEL -- 33.3% improvement	To help these students recover credits needed to fulfill graduation requirement, CAES school counselors will register students in appropriate in-person and online courses. Students requiring credit recovery opportunities can be enrolled in Edgenuity online learning courses. This will require school counselors to update credit evaluations after each grading period, along with academic planning sessions with students to develop a comprehensive graduation plan. Professional development time of up to 3 hours can be provided for teachers needing support accessing and using the Edgenuity platform.	California School Dashboard: Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income -- 35.8% improvement (No data were reported for Foster Youth.) The successes reflected in these data underscore the need to continue the action that has contributed to that success. Scope: Schoolwide		
2.1	Action: Maintain a Safe Campus Need: Students enrolling at PTC have demonstrated high levels of chronic absenteeism and poor attendance, leading to academic struggles while in their districts of residence. This has resulted in students transferring to PTC behind high school credits and at risk of not graduating with their respective cohorts. Scope: Schoolwide	Creating a cognitively, physically, and emotionally safe campus will contribute to students increasing their attendance rates and decreasing chronic absenteeism. Additionally, all teachers will create a positive learning environment to encourage students to attend class. Teachers, school counselors, administrators and principal review attendance regularly and try to identify support needed for students having poor attendance. Staff members will provide students with incentives for excellent attendance. Because this action provides significant support and encouragement through counseling and incentives, PTC staff expect to achieve high attendance rates. PTC staff also expects to maintain high percentages of students who feel safe at and connected to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School
2.4	Action: Provide Student Transportation As Needed to and from School	With a high percentage of PTC students identified as Low-Income, PTC will provide transportation for students whose families have mobility issues or economic challenges to attend PTC or PTC	• Attendance Rate • California School Dashboard:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-income students have fewer resources, and PTC staff want to reduce or eliminate barriers that may impact school attendance, which may include access to transportation. Scope: Schoolwide	school/advisory events. PTC is an independent study charter school that meets with students for individual one hour appointments once a week. Attendance for the student is based on attending this appointment each week, along with completion of homework between appointments. For PTC's SED student population, regular and consistent transportation can be a challenge. To help meet the needs of attending on a regular basis, PTC continues working with families to provide necessary transportation through vouchers for local public transportation, Madera Area Express (MAX). In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	Chronic Absenteeism • Graduation Rate
2.6	Action: Counseling Presentations Need: This year has shown another increase in student referrals for counseling services. This is not a surprise given local mental health experts anticipated long lasting social and emotional impacts of the COVID-19 pandemic for the foreseeable future. These ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of Low-income students. Scope: Schoolwide	PTC administration, school counselors, teachers, and other staff will plan and conduct ongoing presentations for students to build connections to the school community, affect positive school culture, and outreach to parents. Students participation in presentations will increase their connections to resources and services in the community. PTC staff expect the activities in this action to further engage our Low-Income students and English Learners in positive experiences that maintain high percentages of students who feel connected to school. Since this action provides significant support and encouragement through positive role models in the community, PTC staff expects to maintain greater student participation in the presentations provided.	• Number of presentations provided • Number of students participating in counseling presentations • Percentage of Students Participating in Learning Opportunities Outside of the Classroom • School Climate Survey: Percentage of 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
			Responding they Feel Safe and Connected
2.7	Action: Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students Need: With a four or five-year graduation rate of 69.2%, 30.8% of students are at greater risk of dropping out of high school as a result of not graduating with their respective cohorts. Scope: LEA-wide	All teachers will create a positive learning environment to encourage students to attend class. Teachers, academic counselor and Program Director to participate in regular conversations regarding attendance. Attendance will be reviewed weekly and communication with families will be maintained and documented in log entries. ParentSquare, phone calls, and mailers sent home will keep families informed. Meeting with principal will be held to identify potential barriers to academic success at PTC, and if needed, referrals to district of residence will be made. Staff members will provide students with incentives for excellent attendance. Because this action provides significant support and encouragement through counseling and incentives, PTC staff expect to maintain very high attendance rates, as well as high percentages of students who feel safe at and connected to school. In turn, students will increase their likelihood of graduation from high school with their cohorts and decrease drop-out rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• Number of presentations provided • Number of students participating in counseling presentations • Percentage of Students Participating in Learning Opportunities Outside of the Classroom • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected
2.8	Action: Provide Behavioral Health Intervention and Support Services Need: Student referrals for counseling services and to school psychologist continued to increase.	In a 2020 survey done by Kaiser Family Foundation, young adults report the greatest percentage (56% of respondents) of feeling anxiety and depression disorders. Mental Health care facilitators report having doubled psychological evaluations in minors since the pandemic began. The beginning of the 2021-22	• Number of referrals to School Psychologist • Number of referrals to other

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students not feeling safe at school either cognitively, physically, or emotionally are at greater risk of not graduating from high school due to poor attendance. Referrals to other mental health agencies will be made by school psychologist to ensure students receive appropriate mental health services. Scope: LEA-wide	school year was an uncertainty regarding the the social-emotional well being of students who arrived in the Fall. To address this, PTC continued to consult with local county behavioral health department to provide professional development for staff to help identify students under duress. This will help staff make informed notifications to the school psychologist for support and resources. Mental health is a focus, but related concerns are substance use and abuse (Ingoglia, 2020), anxiety and depression, suicide and prevention, anger and grief management, and access to counseling to overcome these issues will continue to be addressed. PTC continues its partnership with Madera County Behavioral Health services at their site until the number of students in need are great enough to potentially work with students on the PTC site. This action supports reducing student dropout rates by helping meet a variety of needs that directly relates to the focus of Goal 2 by ensuring opportunities to provide for the social-emotional needs of PTC students and staff. This action will be measured by the number of students receiving support, or that were directed toward services provided outside of MCSOS.	mental/behavioral health agencies • Attendance rates • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected
2.11	Action: Positive Student Recognition Program Need: This year has shown another increase in student referrals for counseling services. This is not a surprise given local mental health experts anticipated long lasting social and emotional impacts of the COVID-19 pandemic for the foreseeable future. These ongoing needs drive the continued learning and	PTC administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well. PTC staff expect the activities in this action to further engage our Low-Income students in positive experiences that maintain high	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	acquisition of resources to support the SEL needs of incarcerated youth. Scope: Schoolwide	percentages of students who feel connected to school. Because this action provides significant support and encouragement through recognition and incentives, PTC staff expects to maintain very high attendance rates.	Connected to School
2.13	Action: External Learning Opportunities for Students Need: Students having poor attendance and a graduation rate of less than 50% requires providing external learning opportunities and making connections to learning provided via the curriculum at PTC. Scope: LEA-wide	PTC staff will provide external learning opportunities for students to build a foundation upon for closing learning gaps by providing common experiences. In a study led by James Banks, SED students lack the same enrichment experiences as their middle and upper class peers. The suggestion is "schools should provide all students with opportunities to participate in extra and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With 90% of PTC students classified as SED, these opportunities are vital in addressing learning gaps. PTC staff will provide several external learning opportunities that include in person and virtual trips; bringing in guest presenters on a variety of topics; provide experiences in career exploration, SEL, and college experiences.	• Number of students participating in external learning opportunities • Number of external learning opportunities • Attendance rates • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected
3.1	Action: Promote School Communication Need: A survey of family Educational Partners found that parents of Low-Income students and English Learners cited frequent communication from the school as something they found very useful and appreciated very much.	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so parents of English Learner students are kept equally informed of school news and events. PTC staff expects this action to continue the 100% participation of parents in communication through	• Percentage of Low-Income Parents Using ParentSquare to Communicate with the School • Percentage of Parents of English Learners Using

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
	A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low. Scope: Schoolwide	ParentSquare. DTS provides services that allow PTC to share accountability documents. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	ParentSquare to Communicate with the School Percentage of Teachers Making ParentSquare Log Entries
3.4	Action: Develop Greater Community Outreach Opportunities Need: A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low. Scope: Schoolwide	PTC staff will Increase parent participation at school events and informational meetings to support identified needs of families. PTC will invite parents to various informational and advisory meetings hosted throughout the year. Furthermore, parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events to eliminate some of the barriers to participation.	Number of parents attending school events, informational meetings, and advisory meetings

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

PTC will use the additional 15% of concentration funding for 2026-27 to continue one teacher FTE at a cost of \$121,757. The additional 15% allocation is slightly greater than this cost. This action directly supports Goal 1, Action 7, as this teacher will provide direct services to SED students, an unduplicated group larger than 55% (94.7% actually) at Pioneer Technical Center. The addition of this teaching position will maintain a lower student to teacher ratio to stay below the LEA wide 30:1 ratio.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,255,097	956,409	42.411%	11.799%	54.210%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,101,353.00	\$183,943.00	\$0.00	\$837,646.00	\$4,122,942.00	\$3,205,505.00	\$917,437.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA	All	No			All Schools		\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
1	1.2	Support Students with IEPs	Students with Disabilities	No			All Schools		\$55,192.00	\$600.00		\$55,792.00			\$55,792.00	
1	1.3	Instructional Staff Professional Development Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,500.00	\$4,500.00				\$4,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Low-Income	No			All Schools		\$0.00	\$12,371.00				\$12,371.00	\$12,371.00	
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	All	No			All Schools		\$1,209,806.00	\$4,540.00	\$1,214,346.00				\$1,214,346.00	
1	1.7	Maintain Low Student-to-Teacher Ratio	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$979,899.00	\$3,000.00	\$982,899.00				\$982,899.00	
1	1.8	English Learner Support	English Learners	No			All Schools		\$20,465.00	\$250.00				\$20,715.00	\$20,715.00	
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	All Schools		\$57,528.00	\$500.00	\$58,028.00				\$58,028.00	

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
			Low Income			Low Income										
1	1.10	i-Ready Assessments for Grade Level Proficiency	All	No			All Schools		\$63,008.00	\$500.00	\$500.00			\$63,008.00	\$63,508.00	
1	1.11	Increase Students Completing CTE Courses	All	No			All Schools		\$207,943.00	\$22,000.00	\$207,943.00	\$22,000.00			\$229,943.00	
1	1.12	Increase Student Support Toward Completing CTE Courses	Low Income	Yes	School wide	Low Income	All Schools		\$58,695.00	\$0.00	\$58,695.00				\$58,695.00	
1	1.13	Increase Reading Proficiency	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.14	Academic and Social Emotional Counseling for At-Promise Students	All	No			All Schools		\$184,919.00	\$1,200.00	\$136,421.00			\$49,698.00	\$186,119.00	
1	1.15	Provide Credit Recovery Options for Low-Income Students	English Learners Foster Youth Low Income SED Students	No Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$38,000.00	\$38,000.00	\$0.00		\$0.00	\$38,000.00	
1	1.16	Access to a Broad Course of Study for Low-Income Students	All	No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.17	Additional Math Support	All	No			All Schools		\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
2	2.1	Maintain a Safe Campus	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.2	Maintain School Facilities	All	No			All Schools		\$57,471.00	\$230,000.00	\$287,471.00				\$287,471.00	
2	2.3	Host Annual School Events	All	No			All Schools		\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.4	Provide Student Transportation As Needed to and from School	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$400.00	\$400.00				\$400.00	
2	2.5	Increase Student Attendance	All	No			All Schools		\$62,583.00	\$0.00		\$62,583.00			\$62,583.00	
2	2.6	Counseling Presentations	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
2	2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	

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
2	2.8	Provide Behavioral Health Intervention and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.9	Suspension Rates	All	No			All Schools		\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.10	Expand Support Services for Parenting Teens, Foster and Homeless Youth	Parenting Teens, Foster and Homeless Youth	No			All Schools		\$18,568.00	\$0.00		\$18,568.00			\$18,568.00	
2	2.11	Positive Student Recognition Program	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.12	Climate Survey Responses	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.13	External Learning Opportunities for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
3	3.1	Promote School Communication	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$3,150.00	\$3,150.00				\$3,150.00	
3	3.2	Promote Participation of Families of English Learners	All	No			All Schools		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Develop Greater Community Outreach Opportunities	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.5	Increase Educational Partner Input and Participation	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Increased Support for EL Students	English Learners	No			All Schools		\$39,428.00	\$600.00				\$40,028.00	\$40,028.00	
4	4.2	Increased Parent Education	All	No			All Schools		\$0.00	\$95,000.00				\$95,000.00	\$95,000.00	
4	4.3	Increase School Connectedness for all Students	All	No			All Schools		\$0.00	\$70,000.00				\$70,000.00	\$70,000.00	

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
4	4.4	Monitor Plan Effectiveness	All	No			All Schools		\$0.00	\$0.00				\$0.00	\$0.00	
4	4.5	Edgenuity Licenses	All	No			All Schools		\$0.00	\$47,826.00				\$47,826.00	\$47,826.00	
4	4.6	Academic Support for Low-Performing Students	All	No			All Schools		\$0.00	\$85,000.00				\$85,000.00	\$85,000.00	
4	4.7	Supplemental Curriculum for English Learners	Students with Disabilities English Learners	No			All Schools		\$0.00	\$70,000.00				\$70,000.00	\$70,000.00	
4	4.8	Provide Additional Student Support	All	No			All Schools		\$0.00	\$60,000.00				\$60,000.00	\$60,000.00	
4	4.9	Summer School for Credit-Deficient Students	All	No			All Schools		\$45,000.00	\$0.00				\$45,000.00	\$45,000.00	
4	4.10	Instructional Coaching for Site Administrators and Teachers	All	No			All Schools		\$40,000.00	\$0.00				\$40,000.00	\$40,000.00	
4	4.11	Increasing College Connectedness	All	No			All Schools		\$60,000.00	\$0.00				\$60,000.00	\$60,000.00	
4	4.12	Increasing College and Career Preparedness	All	No			All Schools		\$45,000.00	\$0.00				\$45,000.00	\$45,000.00	
4	4.13	Monitor Student Progress	All	No			All Schools		\$0.00	\$34,000.00				\$34,000.00	\$34,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,255,097	956,409	42.411%	11.799%	54.210%	\$1,225,672.00	0.000%	54.351 %	Total:	\$1,225,672.00
								LEA-wide Total:	\$41,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,184,672.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Instructional Staff Professional Development Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	Schoolwide	Low Income	All Schools	\$7,000.00	
1	1.7	Maintain Low Student-to-Teacher Ratio	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$982,899.00	
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$58,028.00	
1	1.12	Increase Student Support Toward Completing CTE Courses	Yes	Schoolwide	Low Income	All Schools	\$58,695.00	
1	1.13	Increase Reading Proficiency	Yes	Schoolwide	Low Income	All Schools	\$10,000.00	
1	1.15	Provide Credit Recovery Options for Low-Income Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Maintain a Safe Campus	Yes	Schoolwide	Low Income	All Schools	\$10,000.00	
2	2.3	Host Annual School Events				All Schools	\$1,500.00	
2	2.4	Provide Student Transportation As Needed to and from School	Yes	Schoolwide	Low Income	All Schools	\$400.00	
2	2.6	Counseling Presentations	Yes	Schoolwide	Low Income	All Schools	\$8,000.00	
2	2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,000.00	
2	2.8	Provide Behavioral Health Intervention and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.11	Positive Student Recognition Program	Yes	Schoolwide	Low Income	All Schools	\$3,000.00	
2	2.13	External Learning Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
3	3.1	Promote School Communication	Yes	Schoolwide	Low Income	All Schools	\$3,150.00	
3	3.4	Develop Greater Community Outreach Opportunities	Yes	Schoolwide	Low Income	All Schools	\$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,088,032.00	\$3,414,604.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide Standards-Aligned Curriculum to All Students	No	\$12,000.00	0
		Improve Low-Income Students' Achievement in Math and ELA			
1	1.2	Support Students with IEPs	No	\$77,952.00	53,064
1	1.3	Instructional Staff Professional Development Program	Yes	\$4,500.00	2,598
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	\$7,000.00	6,500
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	No	\$8,862.00	3,469
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	No	\$1,037,500.00	1,041,885
1	1.7	Maintain Low Student-to-Teacher Ratio	Yes	\$1,284,717.00	1,011,816
1	1.8	English Learner Support	No	\$20,293.00	20,179
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	Yes	\$99,847.00	50,672
1	1.10	i-Ready Assessments for Grade Level Proficiency	No	\$63,190.00	64,035

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Increase Students Completing CTE Courses	No	\$303,552.00	237,441
1	1.12	Increase Student Support Toward Completing CTE Courses	Yes	\$57,694.00	51,766
1	1.13	Increase Reading Proficiency	Yes	\$10,000.00	3,243
1	1.14	Academic and Social Emotional Counseling for At-Promise Students	No	\$228,967.00	185,003
1	1.15	Provide Credit Recovery Options for Low-Income Students	No	\$47,000.00	29,000
1	1.16	Access to a Broad Course of Study for Low-Income Students	No	\$13,000.00	4,228
2	2.1	Maintain a Safe Campus	Yes	\$10,000.00	8,561
2	2.2	Maintain School Facilities	No	\$227,000.00	265,741
2	2.3	Host Annual School Events	No	\$1,500.00	825
2	2.4	Provide Student Transportation As Needed to and from School	Yes	\$1,200.00	320
2	2.5	Increase Student Attendance	No	\$62,583.00	66,974
2	2.6	Counseling Presentations	Yes	\$8,000.00	2,161
2	2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	Yes	\$3,000.00	3,505

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)
2	2.8	Provide Behavioral Health Intervention and Support Services	Yes	\$3,000.00	0
2	2.9	Suspension Rates	No	\$1,500.00	0
2	2.10	Expand Support Services for Parenting Teens, Foster and Homeless Youth	No	\$18,333.00	18,715
2	2.11	Positive Student Recognition Program	Yes	\$3,000.00	3,142
2	2.12	Climate Survey Responses	No	\$0.00	0
2	2.13	External Learning Opportunities for Students	Yes	\$45,000.00	21,876
3	3.1	Promote School Communication	Yes	\$3,150.00	2,563
3	3.2	Promote Participation of Families of English Learners	No	\$2,692.00	3,408
3	3.3	Increase Parent/Guardian Involvement and Attendance in School Functions	No	\$0.00	200
3	3.4	Develop Greater Community Outreach Opportunities	Yes	\$1,000.00	200
3	3.5	Increase Educational Partner Input and Participation	No	\$0.00	0
4	4.1	Increased Support for EL Students	No	\$46,000.00	16,220
4	4.2	Increased Parent Education	No	\$75,000.00	31,000

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)
4	4.3	Increase School Connectedness for all Students	No	\$25,000.00	34,950
4	4.4	Monitor Plan Effectiveness	No	\$0.00	0
4	4.5	Edgenuity Licenses	No	\$105,000.00	56,000
4	4.6	Academic Support for Low-Performing Students	No	\$75,000.00	3,146
4	4.7	Supplemental Curriculum for English Learners	No	\$30,000.00	58,501
4	4.8	Provide Additional Student Support	No	\$40,000.00	51,697
4	4.9	Summer School for Credit-Deficient Students	No	\$25,000.00	0

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)
916,913	\$1,541,108.00	\$1,168,923.00	\$372,185.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Instructional Staff Professional Development Program	Yes	\$4,500.00	2598		
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	\$7,000.00	6500		
1	1.7	Maintain Low Student-to-Teacher Ratio	Yes	\$1,284,717.00	1,011,816		
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	Yes	\$99,847.00	50,672		
1	1.12	Increase Student Support Toward Completing CTE Courses	Yes	\$57,694.00	51,766		
1	1.13	Increase Reading Proficiency	Yes	\$10,000.00	3,243		
2	2.1	Maintain a Safe Campus	Yes	\$10,000.00	8,561		
2	2.4	Provide Student Transportation As Needed to and from School	Yes	\$1,200.00	320		
2	2.6	Counseling Presentations	Yes	\$8,000.00	2,161		
2	2.7	Reduce Dropout Rates for Low-Income, Homeless, and English Learner Students	Yes	\$3,000.00	3,505		
2	2.8	Provide Behavioral Health Intervention and Support Services	Yes	\$3,000.00	0		

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)
2	2.11	Positive Student Recognition Program	Yes	\$3,000.00	3,142		
2	2.13	External Learning Opportunities for Students	Yes	\$45,000.00	21,876		
3	3.1	Promote School Communication	Yes	\$3,150.00	2,563		
3	3.4	Develop Greater Community Outreach Opportunities	Yes	\$1,000.00	200		

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)
2,161,973	916,913	23.455	65.866%	\$1,168,923.00	0.000%	54.067%	\$255,080.77	11.799%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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)**

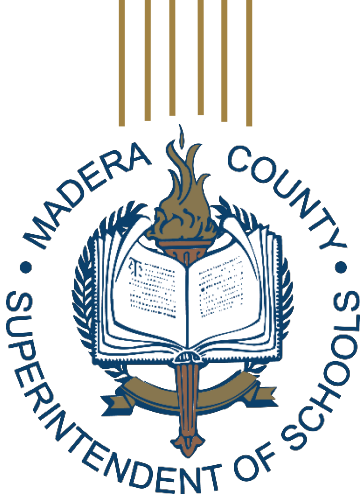
- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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).

California Department of Education
November 2024



Agenda Item 8.4

Board of Education Consideration Approval of 2026-2027 Budget For Pioneer Technical Center (PTC) June 16, 2026

Topic:

Consideration of Approval of the 2026-2027 Budget for Pioneer Technical Center (PTC).

Background:

The attached Pioneer Technical Center's Proposed Budget for the 2026-2027 school year, drawing from the Governor's May Revision Budget information, is based upon the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) & applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
2. Estimated Average Daily Attendance (ADA) is 171.45 and 11.62
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% for the 2026-2027 year, increase to 26.80% in the 2027-2028 year, and decrease to 25.90% in the 2028-2029 year.
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.

6. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals.
7. The budget reflects a net decrease to the ending fund balance of \$157,524 on the unrestricted side and a decrease of \$86,498 on the restricted side totaling an overall decrease in ending fund balance of \$244,022.

The state budget continues to face uncertainty and heightened fiscal risk, which may affect both revenues and expenditures. LEAs must navigate short- and long-term challenges, including volatility in the state revenue forecast, declining enrollment and attendance trends, and ongoing inflationary pressures including pension rate increases, and the expiration of one-time funds. Legislative leadership and the Governor will be working out a plan to move forward with for next year. If significant assumption changes are made, it may require a 45-day budget revision. More information will be available once the State Budget is enacted.

Financial Impact:

Outlined above.

Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the 2026-2027 Budget for Pioneer Technical Center (PTC).

Pioneer Technical Center

2026-2027 Budget & Estimated Actuals for 2025-2026

	2025-2026	2026-2027	Percent
	Estimated Actuals	Budget	Difference
Revenues			
LCFF Sources	\$ 3,782,878.00	\$ 3,516,853.00	-7.0%
Federal Revenue	\$ 489,997.00	\$ 924,581.00	88.7%
Other State Revenue	\$ 417,006.00	\$ 423,993.00	1.7%
Other Local Revenue	\$ 236,272.00	\$ 238,316.00	0.9%
Total Revenues	\$ 4,926,153.00	\$ 5,103,743.00	3.6%
Expenditures			
Certificated Salaries	\$ 2,381,824.00	\$ 1,620,096.00	-32.0%
Classified Salaries	\$ 403,028.00	\$ 424,561.00	5.3%
Employee Benefits	\$ 957,173.00	\$ 989,929.00	3.4%
Books and Supplies	\$ 468,635.00	\$ 769,101.00	64.1%
Services and Other Operating Exp	\$ 1,329,811.00	\$ 1,302,472.00	-2.1%
Capital Outlay	\$ 230,617.00	\$ 230,617.00	0.0%
Other Outgo excluding Indirect Costs	\$ -	\$ -	0.0%
Other Outgo - Transfers of Indirect Costs	\$ 65,948.00	\$ 97,487.00	47.8%
Total Expenditures	\$ 5,837,036.00	\$ 5,434,263.00	-6.9%
Excess (Deficiency) of Revenues over Expenditures before Financing Sources and Uses	\$ (910,883.00)	\$ (330,520.00)	-63.7%
Other Financing Sources/Uses			
Interfund Transfers In	\$ -	\$ -	0.0%
Interfund Transfer Out	\$ -	\$ -	0.0%
Other Sources	\$ -	\$ -	0.0%
Other Uses	\$ -	\$ -	0.0%
Contributions	\$ -	\$ -	0.0%
Total Other Financing Sources/Uses	\$ -	\$ -	0.0%
Net Increase (Decrease) in Fund Balance	\$ (910,883.00)	\$ (330,520.00)	-63.7%

Pioneer Technical Center

2026-2027 Budget & Estimated Actuals for 2025-2026

	2025-2026	2026-2027	Percent
	Estimated Actuals	Budget	Difference
Beginning Balance	\$ 4,003,551.00	\$ 3,092,668.00	-22.8%
Audit Adjustments	\$ -	\$ -	0.0%
As of July 1 - Audited	\$ 4,003,551.00	\$ 3,092,668.00	-22.8%
Restatements	\$ -	\$ -	0.0%
Adjusted Beginning Balance	\$ 4,003,551.00	\$ 3,092,668.00	-22.8%
Ending Balance	\$ 3,092,668.00	\$ 2,762,148.00	-10.7%
Components fo Ending Fund Balance			
Nonspendable Revolving Cash	0.00	0.00	0.0%
Stores	0.00	0.00	0.0%
Prepaid Expenses	0.00	0.00	0.0%
All others	0.00	0.00	0.0%
Restricted	247,263.00	160,765.00	-35.0%
Committed - Stabilization	0.00	0.00	0.0%
Other Commitments	0.00	0.00	0.0%
Assigned			
Other Assignments	2,845,405.00	2,601,383.00	-8.6%
	0.00	0.00	0.0%
	0.00	0.00	0.0%
	0.00	0.00	0.0%
	0.00	0.00	0.0%
Unassigned/Unappropriated			
Reserve for Ecomonic Uncertainty	0.00	0.00	0.0%
Unassigned/Unappropriated Amount	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,782,878.00	3,516,853.00	-7.0%
2) Federal Revenue		8100-8299	489,997.00	924,581.00	88.7%
3) Other State Revenue		8300-8599	417,006.00	423,993.00	1.7%
4) Other Local Revenue		8600-8799	236,272.00	238,316.00	0.9%
5) TOTAL, REVENUES			4,926,153.00	5,103,743.00	3.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,381,824.00	1,620,096.00	-32.0%
2) Classified Salaries		2000-2999	403,028.00	424,561.00	5.3%
3) Employee Benefits		3000-3999	957,173.00	989,929.00	3.4%
4) Books and Supplies		4000-4999	468,635.00	769,101.00	64.1%
5) Services and Other Operating Expenditures		5000-5999	1,329,811.00	1,302,472.00	-2.1%
6) Capital Outlay		6000-6999	230,617.00	230,617.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	65,948.00	97,487.00	47.8%
9) TOTAL, EXPENDITURES			5,837,036.00	5,434,263.00	-6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(910,883.00)	(330,520.00)	-63.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(910,883.00)	(330,520.00)	-63.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,003,551.00	3,092,668.00	-22.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,003,551.00	3,092,668.00	-22.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,003,551.00	3,092,668.00	-22.8%
2) Ending Balance, June 30 (E + F1e)			3,092,668.00	2,762,148.00	-10.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	247,263.00	160,765.00	-35.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,845,405.00	2,601,383.00	-8.6%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,462,736.00	2,461,139.00	-0.1%
Education Protection Account State Aid - Current Year		8012	816,066.00	551,638.00	-32.4%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	504,076.00	504,076.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,782,878.00	3,516,853.00	-7.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	5,248.00	12,371.00	135.7%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	484,749.00	912,210.00	88.2%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			489,997.00	924,581.00	88.7%
OTHER STATE REVENUE					

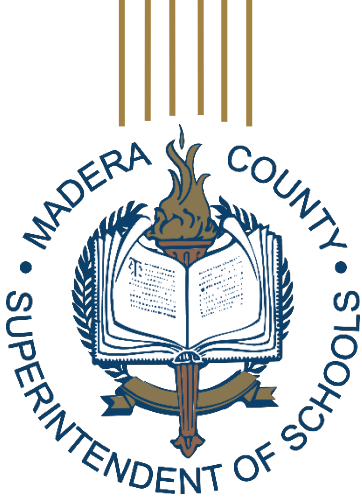
Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	10,881.00	10,926.00	0.4%
Lottery - Unrestricted and Instructional Materials		8560	46,705.00	46,705.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	42,634.00	53,877.00	26.4%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	77,990.00	79,700.00	2.2%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	238,796.00	232,785.00	-2.5%
TOTAL, OTHER STATE REVENUE			417,006.00	423,993.00	1.7%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	138,323.00	138,323.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	350.00	350.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	350.00	350.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	97,249.00	99,293.00	2.1%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			236,272.00	238,316.00	0.9%
TOTAL, REVENUES			4,926,153.00	5,103,743.00	3.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,021,394.00	1,266,697.00	-37.3%
Certificated Pupil Support Salaries		1200	98,071.00	98,071.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	256,473.00	249,131.00	-2.9%
Other Certificated Salaries		1900	5,886.00	6,197.00	5.3%
TOTAL, CERTIFICATED SALARIES			2,381,824.00	1,620,096.00	-32.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	70,982.00	74,091.00	4.4%
Classified Support Salaries		2200	35,511.00	50,210.00	41.4%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	51,333.00	54,315.00	5.8%
Clerical, Technical and Office Salaries		2400	245,202.00	245,945.00	0.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			403,028.00	424,561.00	5.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	446,314.00	456,635.00	2.3%
PERS		3201-3202	105,122.00	109,603.00	4.3%
OASDI/Medicare/Alternative		3301-3302	26,169.00	27,289.00	4.3%
Health and Welfare Benefits		3401-3402	270,964.00	283,386.00	4.6%
Unemployment Insurance		3501-3502	905.00	942.00	4.1%
Workers' Compensation		3601-3602	30,428.00	31,734.00	4.3%
OPEB, Allocated		3701-3702	76,590.00	79,665.00	4.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	681.00	675.00	-0.9%
TOTAL, EMPLOYEE BENEFITS			957,173.00	989,929.00	3.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	35,127.00	212,584.00	505.2%
Books and Other Reference Materials		4200	2,763.00	2,763.00	0.0%
Materials and Supplies		4300	292,772.00	360,644.00	23.2%
Noncapitalized Equipment		4400	137,973.00	193,110.00	40.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			468,635.00	769,101.00	64.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	4,095.00	0.00	-100.0%
Travel and Conferences		5200	10,642.00	17,025.00	60.0%
Dues and Memberships		5300	2,294.00	2,294.00	0.0%
Insurance		5400-5499	13,665.00	13,665.00	0.0%
Operations and Housekeeping Services		5500	201,155.00	201,155.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	228,460.00	228,460.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	138,986.00	142,327.00	2.4%
Professional/Consulting Services and Operating Expenditures		5800-5899	710,649.00	677,681.00	-4.6%
Communications		5900	19,865.00	19,865.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,329,811.00	1,302,472.00	-2.1%
CAPITAL OUTLAY					
Land		6100	36,150.00	36,150.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	101,005.00	101,005.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	77,462.00	77,462.00	0.0%
Equipment Replacement		6500	16,000.00	16,000.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			230,617.00	230,617.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	65,948.00	97,487.00	47.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			65,948.00	97,487.00	47.8%
TOTAL, EXPENDITURES			5,837,036.00	5,434,263.00	-6.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,782,878.00	3,516,853.00	-7.0%
2) Federal Revenue		8100-8299	489,997.00	924,581.00	88.7%
3) Other State Revenue		8300-8599	417,006.00	423,993.00	1.7%
4) Other Local Revenue		8600-8799	236,272.00	238,316.00	0.9%
5) TOTAL, REVENUES			4,926,153.00	5,103,743.00	3.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,736,977.00	3,250,587.00	-13.0%
2) Instruction - Related Services	2000-2999		760,991.00	778,697.00	2.3%
3) Pupil Services	3000-3999		275,696.00	282,604.00	2.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		184,179.00	219,552.00	19.2%
8) Plant Services	8000-8999		879,193.00	902,823.00	2.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,837,036.00	5,434,263.00	-6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(910,883.00)	(330,520.00)	-63.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(910,883.00)	(330,520.00)	-63.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,003,551.00	3,092,668.00	-22.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,003,551.00	3,092,668.00	-22.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,003,551.00	3,092,668.00	-22.8%
2) Ending Balance, June 30 (E + F1e)			3,092,668.00	2,762,148.00	-10.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	247,263.00	160,765.00	-35.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,845,405.00	2,601,383.00	-8.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6300	Lottery: Instructional Materials	101,386.00	101,276.00
6500	Special Education	77,624.00	53,727.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	60,395.00	604.00
9010	Other Restricted Local	7,858.00	5,158.00
Total, Restricted Balance		247,263.00	160,765.00



Tricia Protzman
Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item June 16, 2026

Topic:

Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS)

Background:

The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members.

Financial Impact:

\$1,780,914.00

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Hugo Sanchez
Program Director
Career & Alternative Education Services

Recommendation:

Acceptance of the Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS).

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Madera County Superintendent of Schools (Endeavor and Voyager Schools)

CDS Code: 20102070000000

School Year: 2026-27

COE contact information:

Hugo Sánchez

Program Director-Career Alternative Education Services Division

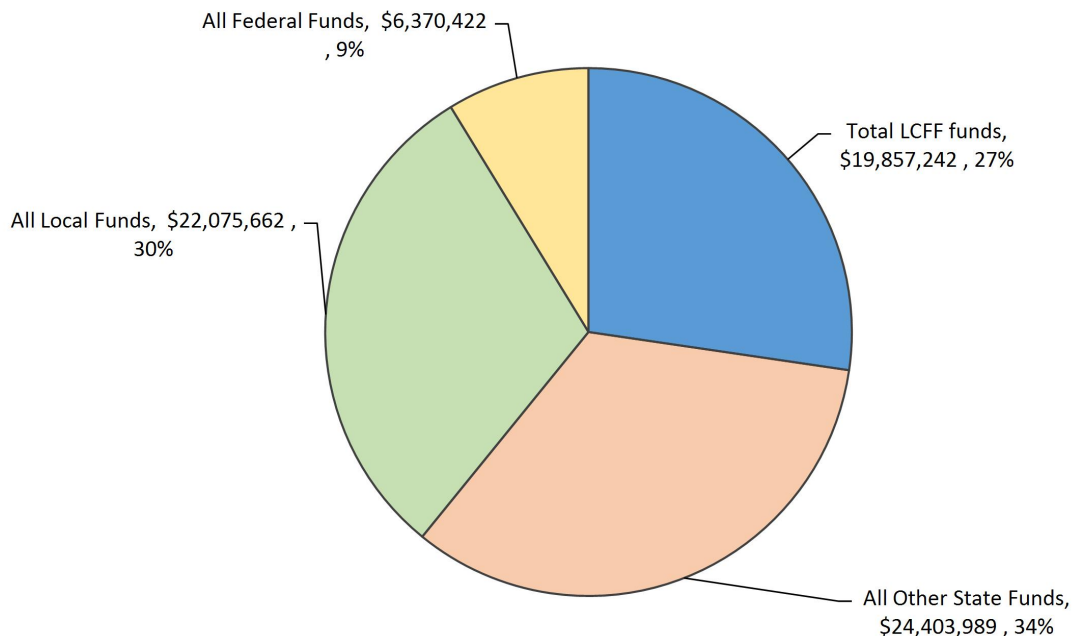
hsanchez@mcsos.org

(559) 662-6211

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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

Projected Revenue by Fund Source

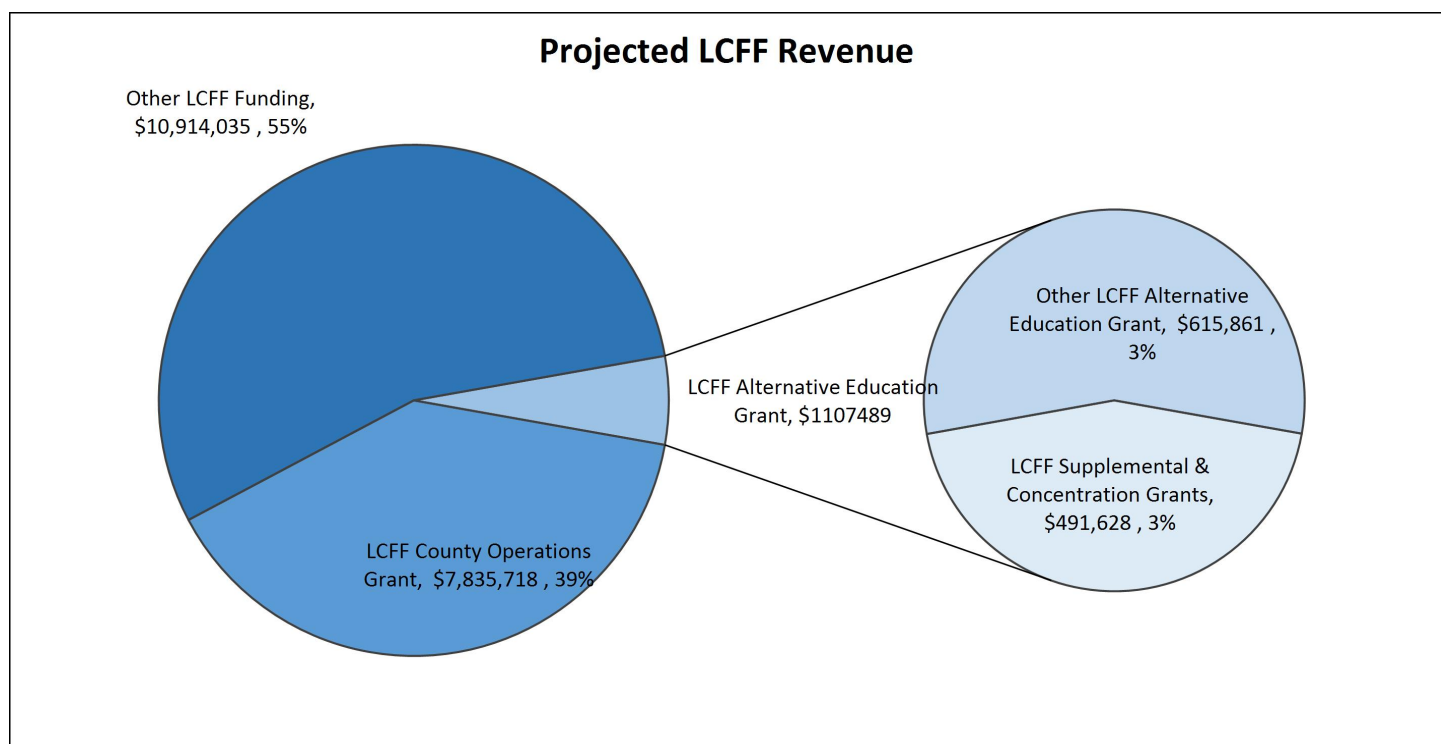


This chart shows the total general purpose revenue Madera County Superintendent of Schools (Endeavor and Voyager Schools) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera County Superintendent of Schools (Endeavor and Voyager Schools) is 72,707,315, of which 19,857,242 is Local Control Funding Formula (LCFF), 24,403,989 is other state funds, 22,075,662 is local funds, and 6,370,422 is federal funds.

Of the \$24,403,989 attributed to All Other State Funds, \$203,520 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

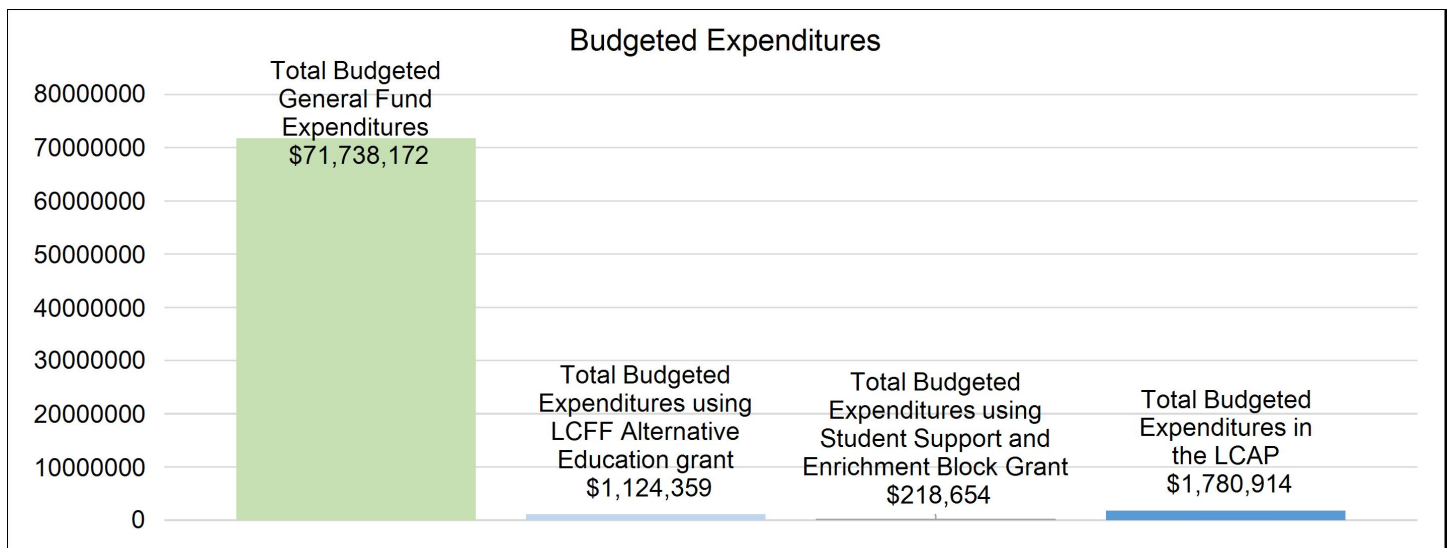


This chart shows the LCFF revenue Madera County Superintendent of Schools (Endeavor and Voyager Schools) expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Madera County Superintendent of Schools (Endeavor and Voyager Schools) is \$19,857,242, of which \$7,835,718 is attributed to the LCFF County Operations Grant, \$1,107,489 is attributed to the LCFF Alternative Education Grant, and \$10,914,035 is other LCFF funds. Of the \$1,107,489 attributed to the LCFF Alternative Education Grant, \$491,628 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF funds received by the county office play a pivotal role in supporting and enhancing educational services to the 9 districts served by county staff in a variety of capacities. These funds provide essential services such as educational support, curriculum development, professional learning for all roles including certificated, classified, and administrative positions alike, and oversight of Local Control and Accountability Plans (LCAPs). The county office also provides support services for districts working at various levels of Differentiated Assistance.

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

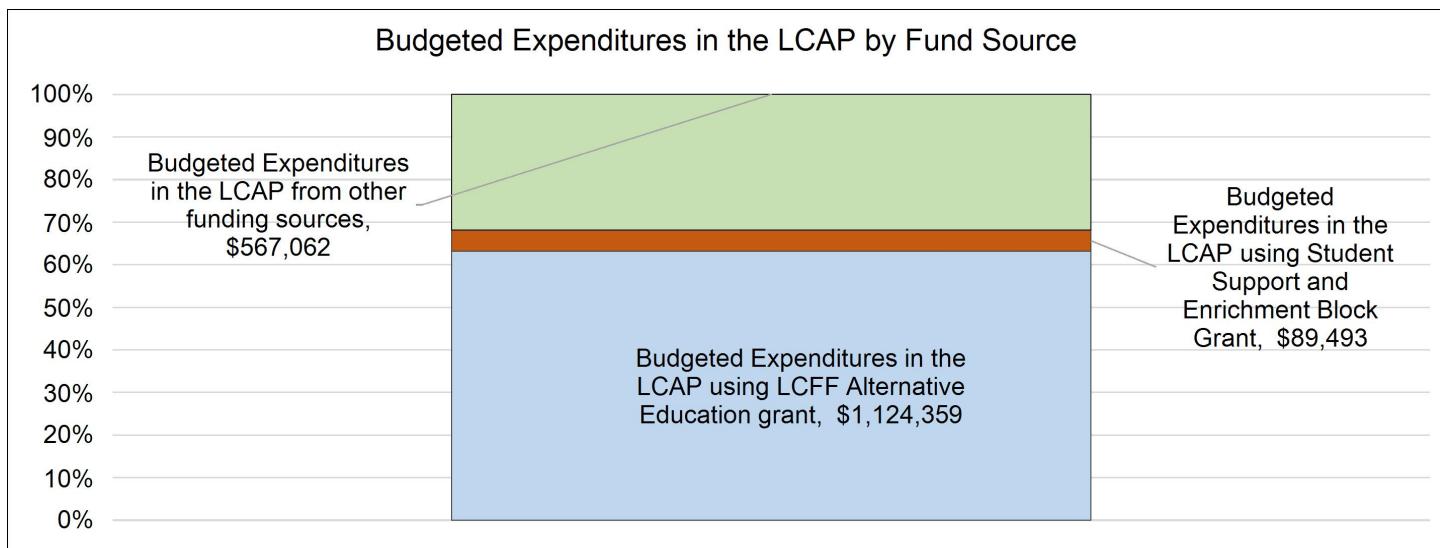


This chart provides a quick summary of how much Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend \$71,738,172 for the 2026-27 school year. Of that amount, \$1,124,359 is attributed to the Alternative Education Grant and \$218,654 is attributed to the Student Support and Enrichment Block Grant. \$69,957,258 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Total GF Budget is \$71,738,172 and of that total \$70,065,966 is not included (Restricted \$19,857,242) \$4,557,776 Special Education - \$977,532 ESSA COE and Special Ed \$2,332,220. STRS on Behalf (\$1,190,264) due to restricted programs county offices operate on a county-wide or regional bases. General operations of Human Resources, Info. Services, Business Services, Operations/Facilities and General Administration total \$41,042,224 and are also not included.

The Madera County Superintendent of Schools plans to use the Student Support & Enrichment Block Grant funding for a transition counselor position that will assist incarcerated youth in getting reconnected to their districts of residence upon release from incarceration. Additionally, the block grant will support the ongoing work of MCSOS staff to facilitate the completion of high school, supporting the college application and FAFSA process, and assisting students with interests in vocational and CTE pathways after high school graduation.



This chart provides a quick summary of how much Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend for 2026-27 for planned actions and services in the LCAP.

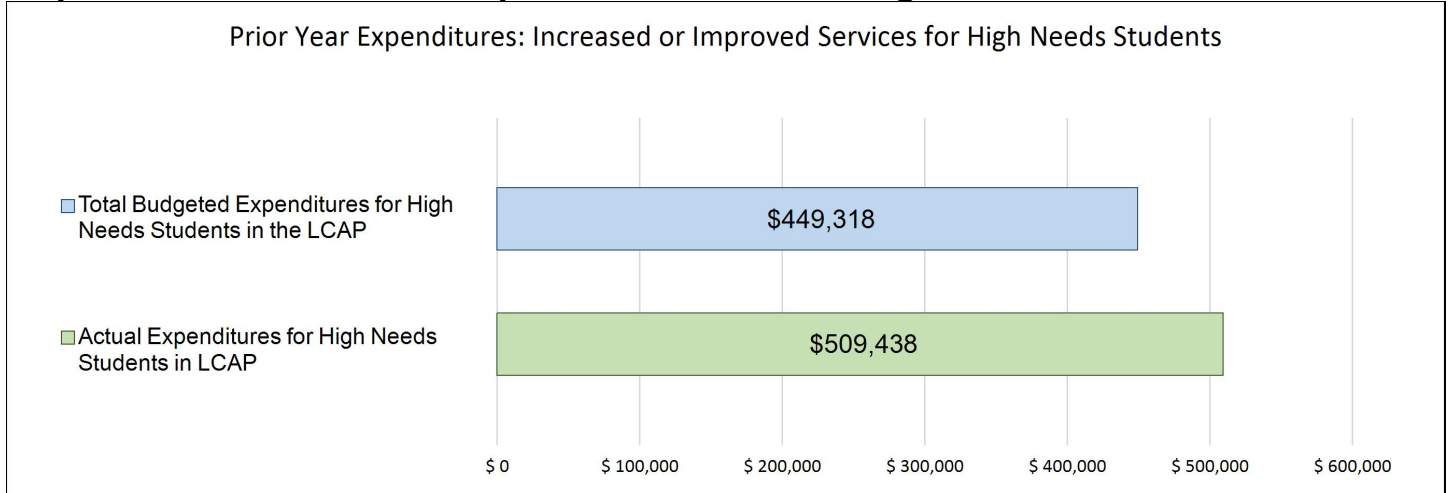
The text description of the above chart is as follows: Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend \$1,780,914 on actions/services in the LCAP. Of those funds, \$1,124,359 is attributed to the Alternative Education Grant and \$89,493 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Madera County Superintendent of Schools (Endeavor and Voyager Schools) is projecting it will receive 491,628 based on the enrollment of foster youth, English learner, and low-income students. Madera County Superintendent of Schools (Endeavor and Voyager Schools) must describe how it intends to increase or improve services for high needs students in the LCAP. Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend 492,628 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Madera County Superintendent of Schools (Endeavor and Voyager Schools) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Madera County Superintendent of Schools (Endeavor and Voyager Schools) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Madera County Superintendent of Schools (Endeavor and Voyager Schools)'s LCAP budgeted 449,318 for planned actions to increase or improve services for high needs students. Madera County Superintendent of Schools (Endeavor and Voyager Schools) actually spent 509,438 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools (Endeavor and Voyager Schools)	Hugo Sánchez Program Director-Career Alternative Education Services Division	hsanchez@mcsos.org (559) 662-6211

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.

The Vision of the Madera County Superintendent of Schools (MCSOS) is "Enhancing the quality of life through education."

The mission of the Madera County Superintendent of Schools is to identify and provide programs, services, and resources for the benefit of students, families, school districts and agencies in the Madera Community, and the Madera County Community at large. Believing that all students can learn, MCSOS:

- Supports teachers, schools, and districts in their efforts to foster student success
- Values caring teachers with high professional standards who are supported with meaningful professional development
- Advocates, supports, and reinforces civic and personal values in students such as responsibility, mutual respect, tolerance, honesty, integrity, compassion, critical thinking, problem solving skills, and a strong work ethic
- Supports rigorous academic and vocational curriculum toward student achievement for college and career readiness
- Supports students to become nurturing, committed, caring, and connected adults
- Develops meaningful partnerships and active family participation in their student's education

MCSOS serves students at Endeavor School (Juvenile Hall) and Voyager School (Cadet Academy) for all Madera County Districts. The goal of MCSOS's Career and Alternative Educational (CAES) Services staff is to assist students in returning to their districts of residence by encouraging them to attend school on a regular basis, earn passing grades with a "C" or better in all classes, and be model citizens upon release from incarceration.

Using local reporting of demographic data for school year 2025-26, Endeavor/Voyager staff served 161 students through April 30, 2026, spanning grades 7-12. Specifically speaking: 140 of 161 students were high schoolers and 21 of 161 were middle schoolers. What is quite notable of those 161 students: 28 students were incarcerated twice this year, 9 students were incarcerated 3 times this year, and 2 students were incarcerated 4 times this year. Plainly speaking, 24.2% of the 161 students represents the equivalent of an additional population of 52 students which would mean 213 students have essentially been served this year, with another two months to go to complete the year. Enrollment continuously fluctuated due to the specific student population served. Demographically, approximately 77% of students were Hispanic, 12% White, 7% African American, 2% Native American, and 1% Asian/PI. Also, 28% of students enrolled at Endeavor/Voyager were English Learners (EL) with Spanish being the primary language spoken in the home. All students participate in the school lunch program as wards of the court. Approximately 18% of the students identified as special needs. Of these students identified, the majority entered Alternative Education programs with existing Individualized Education Plans (IEPs). Service delivery models include general education teachers that provide individual, small group, and whole classroom instruction. Additionally, special education staff support student learning in an inclusive setting. Instructional strategies and actions/services are implemented that benefit all student groups including those specifically identified in this document.

All students have access to instructional materials aligned to the California State Standards. Teachers' professional development focuses on continued implementation of the Common Core State Standards (CCSS) using appropriate instructional strategies and materials. Alternative Education programs have been successful in helping students with credit recovery and graduating with a high school diploma. These instructional achievements are more appropriate and realistic for students served. Currently, students in alternative education programs do not participate in either the Early Assessment (EAP) or Advanced Placement (AP) programs.

As stated above, the student population of the correctional facility is highly transient. Typically, students are enrolled anywhere from a few days to many months at Endeavor School, and sentenced by a judge to the Cadet Academy from four to six months, thus enrolled in Voyager School. As such, many state metrics are not available for either of these alternative schools. Given the short term placement of students in either of these programs, the educational goal is to maintain progress on core coursework and address deficiencies in educational credits in order to achieve a high school diploma, either in the correctional facility program or, once released, in their district of residence or other county offered programs. Students needing access to University of California (UC) approved courses or Advanced Placement can be accommodated on an individual basis online. However, as an alternative school, the school does not receive school AP or UC completion rates for accountability purposes. Additionally, the school does review State testing scores in ELA and Math, with a focus on needs of students who are low income, foster youth, English Learners and special needs students. Neither of these schools expel students; thus, no expulsion rate. School attendance is mandatory, so attendance rates are very high and there is not a student drop-out rate during the student's time in either correctional facility programs. Graduation rates are reported on the California School Dashboard. Gathering data from California School Dashboard is challenging given there are not enough students eligible to take state assessments at any one given time, which are administered once during high school, or as in the case of English Learners Proficiency Assessments of California (ELPAC), yearly for EL students until reclassified.

Attendance rates are routinely high for both Endeavor/Voyager Schools. All students are required to attend school which is closely monitored by Juvenile Probation Department. If a student is unable to be a part of the classroom, instruction is provided to that student through alternative means. Working closely with other county agencies such as Madera County Probation Department and Madera County Behavioral Health leads to increased student success.

Partnering with all nine county school districts, MCSOS staff strives to ensure that all foster youth have access to the same educational rights and resources as all other students. Any youth residing in the county who is officially in the foster care system or in out-of-home care is eligible to receive services from MCSOS that emphasize Training, Education, Advocacy, and Mentorship (TEAM). Working collaboratively with Madera County Probation Department, Madera County Department of Social Services, Local Education Agencies (LEA), Foster Family Agencies (FFA), and the local community college. Specific services for foster youth include case management, academic counseling, life skills training, vocational education, and self-advocacy training. Goals of the foster youth program are to increase stability and to improve student engagement and student outcomes for all enrolled students.

For the 2026-27 school year, the Endeavor/Voyager Secondary Program will continue as eligible for Equity Multiplier funding. Goal 4 has been created as a focus goal specifically for increasing student learning and proficiency in mathematics as an additional teacher was assigned to the Endeavor/Voyager site to assist all students with math instruction and intervention. Endeavor/Voyager will continue to use those funds for the same school and purposes as part of the 2025-26 plan.

Reflections: Annual Performance

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

With Social Emotional Learning (SEL) as a cornerstone to student success, Endeavor/Voyager staff continue to utilize social-emotional training for all students and staff members on an SEL Committee focused on maintaining and improving social-emotional mental health. MCSOS and Madera County Behavioral Health department provided multiple professional development opportunities and focused on the social-emotional needs of staff and students. As a result of these trainings, MCSOS staff members continue to be better able to address the needs of students, and better utilize referrals to the school psychologist and Student Success Team (SST) process to help develop supports for struggling learners. This year has shown a continuance in student referrals for counseling services. This is not a surprise given local mental health experts anticipated long lasting social and emotional impacts of the COVID-19 pandemic for the foreseeable future. These ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of incarcerated youth. According to a supervising mental health clinician from Madera County Behavioral Health Services, students in alternative education programs, specifically those that are incarcerated are at "ground zero" in terms of needing trauma informed practices and SEL best practices utilized by Endeavor/Voyager staff members. The lingering effects of the pandemic on these students are unknown at this time, but indications are that the social-emotional impact of the COVID-19 Pandemic will be long-lasting and may require extensive interventions.

In January 2026, educational staff and probationary team hosted a "Family Fun Day" in which all youth participated in various activities, shared a meal, and engaged with adults in positive ways that supported SEL health.

All Endeavor/Voyager students have been better prepared for SBAC success as students have taken formative i-Ready diagnostics assessments prior to the summative SBAC. However, no SBAC academic results are reported due to the small number of students assessed.

Endeavor/Voyager staff continued the use of the i-Ready Formative Testing Platform including i-Ready assessments for ELA and Math. All students are assessed using i-Ready upon enrollment in Endeavor/Voyager Schools. Aside from providing data on current grade level and

subskill strengths and identifying areas of growth, i-Ready also assigns individualized prescriptive lessons to support each student's progress toward grade-level proficiency. Since the enrollment at Endeavor/Voyager is very small, California School Dashboard data are not available, as very few enrolled students are required to take state summative assessments for grades, 7, 8, and 11. To this point, i-Ready provides actionable feedback to both student and teacher about skill development needing greater intervention and reteaching while the student is enrolled in either program. Should the student be enrolled long enough, there will be a second diagnostic assessment that will allow for growth comparisons as a result of instruction. Note: the average length of stay for an incarcerated youth is approximately 35 days.

EL Proficiency continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. During the course of the last five years, Endeavor/Voyager Staff have adopted new ELD curriculum and aligned instructional practices to meet "Best Practices" standards. The ELD instructor is a contributing member of the CAES ELD Network (CAES Schools) and works with a Bilingual Coordinator as an ELD Instructional Coach throughout the school year for continued professional development.

Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were at least two years below grade level in Reading-although 26.31% of students showed growth in reading proficiency; and 0% on grade level and 94.73% were at least two years or more below grade level in mathematics, although 39.47% showed growth toward math proficiency. All teachers and the Instructional Assistant continue to receive professional development in mathematics with outside professionals. Teachers use i-Ready assessment data and students receive prescriptive lessons targeted to their own sub-skill weaknesses as prescribed by i-Ready. These lessons are completed weekly during instruction, but frequency must be increased to a daily level. One teacher has been assigned specifically to mathematics instruction for all students one day per week.

Access to high-quality professional development for all instructional staff continues to be an identified need for increasing student achievement during the 2025-26 school year. This goal was addressed with a weekly professional growth and development calendar that included, i-Ready curriculum and development, mathematics content and pedagogy and application skills to classroom instruction, Multi-Tiered Systems of Support (MTSS), SEL training for all instructional staff, and curriculum development and implementation for new online learning and Social Science curricula.

Instructional Technology continued to be a priority for use with curricula, instructional resources, and online assessments. Professional support will continue during the 2026-27 school year, on focused and targeted use of technology with Edgenuity Online Learning and SAVVAS curricula.

The California School Dashboard Graduation Rate was not reported in 2025 due to the small size of the student cohort. As of April 30, 2026, 5 students will have fulfilled high school graduation requirements.

Instructional materials are aligned to the California Common Core State Standards (CCSS) including newly-implemented adopted SAVVAS Social Science curriculum as the new Social Science offering beginning with the 2023-24 school year.

Endeavor/Voyager Schools offer Edgenuity Online Learning, giving students access to A-G compliant courses. Greater completion of A-G course offerings for all Endeavor/Voyager students is an identified need to ensure students are able to complete graduation requirements of their districts of residence as well as college matriculation requirements. Staff will continue the Edgenuity Online Curriculum for the 2026-27

school year, which includes courses that are A-G compliant, allowing incarcerated youth access similar to courses available prior to their incarceration. Students now have access to a greater variety of courses than previously available through the limited program master schedule.

For 2025-26, all teachers were appropriately credentialed for their instructional assignments.

The 2025 California School Dashboard Suspension Rate for Endeavor/Voyager was 4.6%, and increase of 4.6% from the prior year.

The Endeavor/Voyager English Language Arts teacher participated in monthly English Language Development (ELD) network with other CAES ELD teachers.

A School Counselor met with all Endeavor students (incarcerated 15 days or longer) and completed individual progress plans and career assessment surveys. The Counselor also assisted interested graduating high school students with the matriculation process at Madera Community College, including the FAFSA process.

A School Counselor and counseling specialist updated all student credit evaluations, maintained effective communication with the students' home districts to ensure all proper courses were assigned and any students enrolled at least 15 days.

A daily roster was maintained for all enrolled students on an IEP and each student worked with an RSP teacher and Instructional Assistant to receive daily academic support.

Career Technical Education course access and completion is an area of need for Endeavor/Voyager students even though the majority of students are enrolled fewer than 35 days. Students have access to an Introduction to Welding course utilizing virtual technology for course components; 8 Endeavor/Voyager students earned credit in the virtual welding class. This increased access to CTE instruction introduced students to a career offering. The CAES LCAP Survey administered in January, 2026 yielded 13.6% of students were interested in welding as a CTE pathway. Moreover, 26.5% of students were interested in this pathway at some point in their future. Students also have access to CTE courses through the Edgenuity Online Learning Platform, and 11 students completed 40.5 credits of CTE coursework via Edgenuity this year.

Endeavor/Voyager students earned an attendance rate of 99.7%.

The Endeavor/Voyager staff successfully earned a new 6-year WASC accreditation after a full self-study review and site visitation during November 2023.

Foster Youth Services Coordinating Program:

Monthly Executive Advisory Council Meetings continue to provide a venue through which important information, legislative updates, and best practices are shared. The MCSOS FYSCP continues to prioritize post-secondary and career awareness and preparation and provided field trips to colleges and universities including to: CSU San Jose, UC Merced, College of the Sequoias, UC Santa Cruz, Stanford, Madera Community College, and UC Davis. In addition, the annual R.I.S.E Youth Conference hosted 54 students this year! Students learned about

various career fields and interacted with representatives from various agencies and organizations including: Fresno State, Madera County Public Health, Madera County Behavior Health, Madera Community College, UC Merced, Madera County Sheriff's Office, and many more! This year, services were extended to include 4th – 6th graders in career awareness/post secondary preparation. Two field trips for this age group exposed elementary school students to four year universities, igniting questions, interest, and hope for a better future. Additionally, middle school students participated in "Dream It, Plan It, Live It" workshops designed to introduce students to their high school's graduation requirements, A-G college requirements, high school career technical education (CTE) pathways, and careers in vocational education. Middle school workshops also helped students become familiar with future financial aid opportunities and budgeting skills. Caregivers also continued receiving support through monthly Parent Connection Workshops, ensuring they have the knowledge and support to advocate for the academic and social-emotional well-being of youth in their care. On-going professional development activities for LEA staff, child welfare, and probation staff ensured that those working in support of foster youth understand the unique needs and challenges of foster youth and how to best support them.

This year, the FYSCP partnered with a local school district to participate in the Neuro-sequential Model in Education (NME), a neurobiology-informed framework that helps educators understand student behavior and optimize learning by applying principles of brain development. Upon completion of this training series, the school district will be able to fully implement strategies to bring trauma awareness and responsiveness to their sites with the goals of enhancing their social-emotional program and practices and, thus, behavior outcomes among all students. This program will be piloted with the potential of bringing it to additional Madera County districts in the future. In addition, the post-secondary outcomes of foster youth continue to be an area of growth. A partnership with the Madera County Workforce Development allowed the FYSCP to provide paid work experience during the summer and provide financial literacy workshops to foster youth. Twelve youth had the opportunity to learn about different careers based on their individual interests and worked throughout the summer. The paid work experience program will continue this summer.

The Gould Education Center is a county-operated special education program that serves students with disabilities from the districts in Madera County. The English Learner and Hispanic student groups are performing at the lowest performance level on the CAASPP ELA and Math assessments. The needs of these students are addressed in Goal 1, Action 1.16.

In utilizing the Juvenile Court and Community School Base Grant, the Madera County Superintendent of Schools will be better able to continue providing college and career counseling, provide mental health services, and explore greater opportunities for expanding A-G and CTE courses that will assist incarcerated students in reaching A-G course compliance toward high school graduation.

The Madera County Superintendent of Schools plans to use the Student Support & Enrichment Block Grant funding for a transition counselor position that will assist incarcerated youth in getting reconnected to their districts of residence upon release from incarceration. Additionally, the block grant will support the ongoing work of MCSOS staff to facilitate the completion of high school, supporting the college application and FAFSA process, and assisting students with interests in vocational and CTE pathways after high school graduation.

MCSOS's Gould Educational Center serves students with extensive physical and health support needs for the entire Madera County Special Education. These extensive physical and health support needs include physical therapy needs that students would normally receive "on line" which parents do not see value in those online services, thus these student absences contribute to a chronic absenteeism issue for Gould Educational Center students. By providing these support services in person, parents will take advantage of ensuring students will get services while at school, thereby improving student attendance, and this access will have a positive effect on pupil support for learning and

will stabilize instructional time. As such, Goal 1, Action 18: MCSOS will utilize LREBG funds for the purpose of contracting with a Physical Therapist Assistant (PTA) to provide in-person physical therapy services to students. Due to ongoing challenges in recruiting and retaining an in-person licensed Physical Therapist, the program currently utilizes a virtual Physical Therapist to ensure compliance with evaluation, IEP participation, and documentation requirements. To address the need for direct, hands-on services particularly for students with extensive support needs the contracted PTA will deliver in-person services on school sites under the supervision and direction of the licensed Physical Therapist. This service delivery model ensures continuity of services, increases access to in-person therapeutic support, and allows the county office to effectively meet student needs despite staffing shortages. Implementation of this model has resulted in increased student engagement and improved progress toward IEP goals compared to a solely virtual service model, demonstrating a positive impact on student outcomes.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	"CAES has done an excellent job of systematically updating curriculum and providing the necessary resources and staff development to ensure a quality program is provided. "
Parents	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. The overall sentiment is highly positive, with a significant number of parents stating they would change "nothing" or that the school is already "the best." From those who did provide suggestions, these themes emerged: • A large majority of respondents indicated they have no changes to suggest, with general praise for the staff. Comments like "You guys are an awesome team" and "I wouldn't change nothing" reflect strong trust in the current staff and leadership. • Parents explicitly noted that the teachers and staff are great resources for their children.
Students	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. The feedback from students in the Endeavor/Voyager program highlights a strong appreciation for the program's flexible structure and the personal connections they have with their instructors. They enjoy the "independent" and "at your own pace" nature of the program, but they feel secure because the "cool" and "supportive" teachers are always there to help them when they get stuck. Themes from 2026 Students' Survey Responses: • By far the most element that students mentioned as best about their school was "the teachers." Students feel a genuine sense of support and connection, that their teachers sincerely care about their progress. Students appreciate that they can get help on schoolwork exactly when they need it. • Several students in this program were cited the food as a top highlight.
School Site Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26.

Educational Partner(s)	Process for Engagement
	At these meetings, parents were asked for input on LCAP Goals/Actions and the use of Equity Multiplier funds and the development of the focus goal.
Parent Advisory Committee	Meetings on 4/16/26 and 4/21/26.
English Learner Advisory Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 4/14/26 and 5/28/26.
Principal/Administrators	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26.
Support Staff	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26. The Support Staff were surveyed in January 2026. Suggestions from the survey were: • Continue to build the program with more in-person CTE pathways available to students. • Professional development and instructional support to help students be more successful was also mentioned. • A third suggestion was to develop more school events to increase engage with families, students, and staff and learn more about families' strengths, cultures, and how to support their student's goals in education.
Bargaining Units	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 4/16/26, 4/21/26 and 5/28/26.
SELPA	Consultation with SELPA director May 21, 2026.
Community	The Public Hearing on the LCAP was held on June 9, 2026.
Governing Board	The LCAP was adopted by the Madera County Board of Education on June 16, 2026. At that Board meeting, the Local Indicators report was presented prior to LCAP approval. The District's 2026-27 budget was approved subsequent to the LCAP.

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

Gathering Educational partners input and feedback is a valuable process in the evaluation and development of the LCAP. MCSOS staff believes this input actively drives the LCAP process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members and the community, over the course of the year in conducting multiple opportunities for input by administering surveys and meetings for these groups. To maintain optimal access for our community partners, all School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings were held via a Zoom format to accommodate parents with mobility

issues given our programs operate under a consolidated School Site Council format due to program size and small staffing. Translation services were also provided at each meeting, as needed, and MCSOS made all efforts to ensure all voices were heard from our partners representing all English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, LCAP process, student achievement data, and program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, Program Directors, Principals, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the LCAP. Although many other topics were addressed, the focus on goals and actions were given highest priority in the writing of the LCAP. To obtain educational partner input in the development and approval of the MCSOS LCAP, MCSOS hosted a series of educational partnership input meetings.

Educational partners determined the need for an Equity Multiplier focus goal that centered on academic performance and credit recovery in mathematics for Endeavor/Voyager students (Goal 4). The expectation is that the focus on mathematics will contribute to a greater number of students meeting graduation requirements.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Endeavor/Voyager students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (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.

Students are enrolled in Endeavor/Voyager from school districts throughout Madera County, as well as, districts in other counties. The length of enrollment varies greatly, so fulfilling this goal helps ensure students stay on track to graduate with their cohort. Assessment data collected from i-Ready assessments for ELA and Math will allow for monitoring academic progress. Local assessment data, educational partner consultation, and other data collected identify this goal and subsequent actions as priorities for Endeavor/Voyager students. Goal 1 is a broad goal focused on improving academic performance for English Learners and SED students, progress monitoring of academically deficient students, and improving instructional practices of all teachers. Endeavor/Voyager staff will continue to focus on high-quality professional development to increase all teachers' effectiveness in teaching incarcerated youth with varying abilities, challenges, and proficiency levels.

Specifically: Goal 1, Actions 3, 4, and 5 address the importance of relevant professional development for teachers to affect academic achievement of EL and SED students. Local, common formative assessment data will be the primary method for monitoring academic growth. Currently, the students of Endeavor/Voyager have not shown to be College and Career Ready on the California State School Dashboard given the small number of qualified students. Endeavor/Voyager educational staff members recognize the importance of providing students access to courses to stay on track with their home districts graduation requirements.

The educational outcomes of English Learners and SED students continue to be of concern not only at the state level, but for Madera County Superintendent of Schools, as well. Many incarcerated students do not graduate on time with their high school cohorts, and the graduation rate for incarcerated English Learners and SED students is even lower. Of those who enroll in a post-secondary program, very few students successfully complete. Additionally, English Learner and SED high school students often have higher chronic absenteeism rates, which adversely affect academic achievement on state or local assessments and progress toward graduation. Ensuring students receive the necessary information and support to graduate from high school and be prepared for college/career is vital. Due to low stability rates for

incarcerated students, developing and maintaining strong educational practices, increasing teachers' capacity through professional learning, and collecting local data on academic achievement is paramount. In order to successfully achieve this goal and included actions, administrators, principal, school counselor, teachers and RSP teacher will continue to work closely and communicate often with correctional staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [2024 Report to the Local Board]	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [June, 2025, Local Indicators Report to the Board]	MET -- Results reported 100% of students had access to standards aligned curriculum materials. State standards were implemented in all classrooms and reported to the Board [June, 2026, Local Indicators Report to the Board]	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.	No change
1.2	Percent of Special Education students receiving academic intervention and support.	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results. [2024 Local Data]	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results.	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results.	100% of students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on i-Ready diagnostic results.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Data]	[2026 Local Data]		
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training. [2024 Local Data]	100% of Endeavor/Voyager teachers and Instructional Assistant have been involved in Professional Development training during SY 24-25. [2025 Local Data]	100% of Endeavor/Voyager teachers and Instructional Assistants have been involved in Professional Development training during SY 25-26. [2026 Local Data]	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.	No change
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report teacher assignment data.)	72.8% of teachers are appropriately credentialed in 2021-22. [2024 DataQuest]	MET -- Results reported 48% of teachers were appropriately credentialed in 2022-23. (DataQuest) [June, 2025, Local Indicators Report to the Board]	68.3% of teachers were appropriately credentialed in 2023-24. [June, 2026, Local Indicators Report to the Board]	100% of teachers will be appropriately credentialed in 2024-25.	4.5% decline
1.5	Average number of credits earned by credit-deficient students.	As of May 1, 2024, 127 incarcerated students earned 1029.75 credits for an average of 8.11 credits per student. [2024 Local Data]	As of May 1, 2025, 162 incarcerated students earned 1,462.5 credits for an average of 9.02 credits per student. [2025 Local Data]	As of April 30, 2026, 140 incarcerated students earned 1,780 credits for an average of 12.71 credits per student. [2026 Local Data]	Increase the average number of credits earned by credit-deficient students.	Increase in number of students served and 4.60 credits per student increase to the average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California School Dashboard: Distance from Standard (DFS) standard as measured by SBAC	SBAC data not available due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard]	SBAC data not available due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	SBAC data not available due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Decrease Distance from Standard in both ELA and Math.	No change
1.7	Percentage of English Learner (EL) reclassifications.	0% of EL students were reclassified as of May 1, 2024. [2024 Local Data]	0% of EL students were reclassified as of May 1, 2025. [2025 Local Data]	0% of EL students were reclassified as of May 1, 2026. [2026 Local Data]	5% of EL students will be reclassified. [2027 Local Data]	No change
1.8	California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	ELPI data not available due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard]	ELPI data not available due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	ELPI data not available due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Increase the percentage of English Learner Students Making Progress toward English Proficiency.	No change
1.9	Percentage of Low-Income students showing growth on i-Ready assessments in Reading and Math.	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2024, yield 6.94% of students are performing at or above grade-level in Reading (with 31% having showed growth) and 1.4% at grade level in Math. However, Math results indicate 23.94% of students showed growth of at least one	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2025, yielded 0% of students are performing at or above grade-level in Reading (with 52% having showed growth) and 0% at grade level in Math.	Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level in Reading, 26.31% showed growth, and 89.47% two or more years behind	30% of students performing at or above grade-level in Reading. 10% at or above grade level in Math.	No change in reading and math proficiency but increase in percentage of math students making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade-level during the second semester. [2023-24 Local Data]	However, Math results indicate 56% of students showed growth of at least one grade-level during the second semester. [2024-25 Local Data]	in grade level. Math results include 0% at or above grade level, 39.47% showed growth in math. However, Math results indicate 94.73% are two or more years behind in grade level in mathematics. [2025-26 Local Data]		
1.10	Number of Students completing credit in a Career Technical Education (CTE) Class	As of January 2024, 6 students in the Cadet Academy enrolled and earned credit in the Introduction to Welding course (Virtual). Additionally, 5 students completed a CTE course via Edgenuity for a total of 49 credits. [2024 Local Data]	As of May 1, 2025, 5 students in the Cadet Academy enrolled and 3 earned credit in the Introduction to Welding course (Virtual). Additionally, 10 students completed a CTE course via Edgenuity for a total of 56.5 credits. [2025 Local Data]	As of April 30, 2026, 8 students earned credit in the Introduction to Welding course (Virtual) for a total of 34.5 credits. Additionally, 11 students completed a CTE course via Edgenuity for a total of 40.5 credits. [2026 Local Data]	10 students will earn credit in a CTE class.	Increase in number of students earning CTE credit
1.11	Number of 11th and 12th grades students screened to qualify for modified graduation	25 students have been screened. Five students were placed on a	As of May 1, 2025, 20 students have been screened. Ten students were	As of April 30, 2026, 25 students have been screened.	All 11th and 12th grades students will be screened.	Increase in the number of students placed on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	track or grade level reclassification.	modified graduation track. [2024 Local Data]	placed on a modified graduation track. [2025 Local Data]	Ten students were placed on a modified graduation track. [2026 Local Data]		modified graduation track
1.12	California School Dashboard: Students Graduating with a High School Diploma	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard] As of June 2024, four Endeavor students graduated during the 2023-24 school year. [2024 Local Data]	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Increase number of graduates.	No change
1.13	Number of students completing Individual Graduation Progress Plan and Career Assessment Survey.	21 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review postsecondary options. Career Assessments were conducted Spring 2024.	25 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review	35 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review	All seniors will complete an Individual Transition/Progress Plan and an Individual Graduation Progress Plan and Career Assessment Survey.	Increase in number of students completing plans and surveys

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Local Data]	postsecondary options. Career Assessments were conducted May 2025.	postsecondary options. Career Assessments were conducted May 2026.		
			[2025 Local Data]	[2026 Local Data]		
1.14	Access to a Broad Course of Study	All students had access to a broad course of study within the parameters of the school setting. [2024 Report to the Local Board]	MET -- Results reported All students had access to a broad course of study within the parameters of the school setting. [June, 2025, Local Indicators Report to the Board]	MET -- Results reported All students had access to a broad course of study within the parameters of the school setting. [June, 2026, Local Indicators Report to the Board]	All students will have access to a broad course of study within the parameters of the school setting.	No change
1.15	California School Dashboard: Percentage of students at Gould Educational Center who are Chronically Absent	Chronic absenteeism is high at a current level of 51.9% for all GOULD students.	New metric for 26-27	New metric for 26-27	Chronic absenteeism will decrease by 5% annually.	New metric for 26-27

Goal Analysis [2025-26]

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

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

Action 1.1 - The MCSOS has provided Endeavor/Voyager students with high-quality, standards-aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Success in this action include supplemental texts, SAVVAS (Social Sciences), StudySync books and software and other online software/curriculum.

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

Action 1.3, 1.4, 1.5 - MCSOS was successful in providing professional development for all instructional staff that focused on Math pedagogy, instructional practices, Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning during late start professional development sessions. Additionally, 3 of 4 teachers also participated in self-selected professional development activities from organizations in addition to those provided by MCSOS. This increase of participating teachers outside the organizational PD structure is powerful for Endeavor/Voyager students in the notable areas of MTSS work, Math instruction, and English Learners.

Action 1.5 - While the data in the metrics section show that one of three teachers as miss-assigned, the data that MCSOS is now required to use is from 2023-24. We are now successfully maintaining four full-time teachers who are appropriately credentialed and assigned.

Action 1.6, 1.7 - Maintaining a low teacher ratio (8 to 1) was successfully accomplished.

Action 1.8 - Completing the process to reclassify English Learners to Fluent English Proficient (RFEP) remains a challenge for the MCSOS Endeavor/Voyager educational staff due to the limited time that most students are enrolled in the school (average stay for an incarcerated student is 35 days) and delays in receiving assessment/progress information from prior schools, causing issues of assessment timing and data tracking. Our success in this area is maintaining awareness of best practices by ensuring a teacher regularly attends the CAES ELD network of planning and sharing best practices.

Action 1.9 - Endeavor/Voyager staff generally provided instruction and instructional materials to support SED students' academic growth, as planned. The staff was successful in continuing disaggregation of students' assessment data, including i-Ready results, to plan instruction and classwork. MCSOS also provided professional learning on using math data, provided by Fresno County Superintendent of Schools, and will continue into next year. Due to the turnover of students and the frequent lack of comparative assessment data, having sufficient information to plan can be a challenge.

Action 1.10 - i-Ready was successfully used to provide individually prescribed lessons to support sub-skill weaknesses for each student. Teachers assigned i-Ready lessons as part of the required classwork to increase academic proficiency. Instructional assistants supported low-performing students. Additional instructional materials were purchased to support classroom instruction. An additional teacher supported low-performing SED students with additional periods of weekly math instruction. The challenge remains in being able to assess academic growth when many students are enrolled for a brief period of time (average 35 days for incarcerated youth).

Action 1.11 - MCSOS was successful in making virtual welders available to obtain academic credit toward meeting high school graduation requirements for Endeavor/Voyager students, along with additional Edgenuity CTE courses, to allow students the opportunity to earn CTE credits. At the end of the 3rd quarter, the need to purchase virtual welders became real as current units were in need of replacement.

Action 1.12 - This action to maintain students on track for graduation was generally implemented as planned. The Academic Counselor facilitated regular credit evaluations so that teachers could assign appropriate coursework. All students enrolled in Endeavor/Voyager at least 15 days were eligible to earn partial credits, which were forwarded to home districts upon release. An Aftercare Liaison assisted 56 returning

students to home districts for the purposes of reengagement and support through graduation. The counseling specialist attempted to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation. The greatest challenge in implementation was securing prompt communication from home districts, who did not always respond to requests or messages in a timely manner.

Action 1.13 - This action was successfully implemented as planned. The school counselor held group meetings with all students to review post-secondary options. 35 students completed Individual Progress Plan Surveys.

Action 1.14 - This action was successfully implemented as 13 students completed 105 credits via Edgenuity toward credit recovery. The primary challenge to successful credit recovery and keeping students on-track to graduate is low stability rates for students that interrupt credit recovery efforts. Academic counselors screened students to determine qualification for modified graduation requirements; if program requirements were met, appropriate courses were assigned; and records were updated to ensure enrollment in appropriate courses. However, the challenge of student transiency rates that interrupt credit recovery stymied many of those efforts to facilitate completion of graduation requirements.

Action 1.15 - Numerous parts of the educational program have technology needs and students had complete access as required by the course work. However, this action was not implemented as planned. While we were successful in ensuring all students had access to all curricular components of the program including access to technology, the school partnered with Endeavor/Voyager educational partners to purchase devices that students will be able to use to extend the time that they can access online courses, with a focus on CTE pathways.

Action 1.16 - This action was successfully implemented including training for all personnel including program directors, teachers, and Instructional Assistants on utilizing the adopted curriculum as well as student engagement. Additionally, these ongoing training opportunities offered monthly teacher training on a variety of topics all designed to support classroom instruction. There were also further discussions with staff about curriculum and student supports in general as we researched making a change to a new curriculum. Classroom teachers engaged in discussion with peers and administrators after a presentation on the potential new curriculum. Strengths and needs of both were discussed while keeping the students we serve in mind. Finally, additional professional learning opportunities are provided before the school year and mid-year on non-student days.

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

Action 1.1 - budgeted \$10,000 for purchasing additional adopted curriculum replacement materials. Very few replacements needed during SY 25-26, as these costs vary from year to year.

Action 1.2 - Underbudgeted. There was an assignment change with the teacher providing this service costing more as percentage of FTE changed from .25 FTE to .5FTE.

Action 1.6 - Underbudgeted. There was increased costs associated with a change in applying COLA and increased health and welfare benefits costs to positions.

Action 1.7 - Overbudgeted. Not all additional staff time was utilized in the budget for this item.

Action 1.10 - Overbudgeted. Cost of new software licenses was less expense than budgeted for initially.

Action 1.11 - Underbudgeted due to virtual welders needing replacement. Amount identified in LCAP for welders was \$34,000. Cost for new welders is approximately \$88,000.

Action 1.15 - Underbudgeted due to MCSOS having the chance to partner with facility staff to increase CTE access for all incarcerated students.

Action 1.16 - Underbudgeted. Costs of program including materials, substitute employee costs, and onsite coaching was more expensive than previously anticipated.

Action 1.17 - Overbudgeted. The employee filling this position did not start until well in to the school year.

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

Action 1.1 - All students have access to high-quality, standards-aligned instructional support materials in ELA, Math, ELD, Social Science, and Science, including online materials, indicating that this action has been effective in reaching that metric.

Action 1.2 - Because of the small sample size, E/V staff cannot report academic data for our students with IEPs. This action was effective in ensuring that all students with IEPs received appropriate instructional accommodations. and academic support.

Actions 1.3, 1.7, 1.9, 1.10 - Collectively, the fundamental purpose of these actions is to support increased academic achievement in ELA and Math as measured in i-Ready. Of the students with comparative scores -- meaning they spent sufficient time in the program to be assessed twice -- 26.31% achieved a one or more grade level increase in Reading, and 39.47% a similar increase in Math. These scores confirm that these actions have been effective.

Actions 1.4, and 1.14 - Both actions 1.4 and 1.13 focus on accelerating credit recovery. For school year 2025-26 (Through April 30, 2026), 140 incarcerated students earned 1,780 credits for an average of 12.71 credits per students, which verifies that those actions have had a positive impact on students' progress toward graduation. The purpose of action 1.13 was to reclassify qualifying students based on credits earned as opposed to years in high school. During the 2025-26 school year, 10 students were screened and placed on a modified graduation track. The E/V program's graduation numbers are smaller than 10 thus no graduation rate data is available. Also, the high transiency of our students is a factor. However, E/V staff knows that the efforts made to provide students with opportunities for credit recovery and a modified graduation track have improved their chances of graduating from their home schools, therefore deeming these actions effective in meeting program goals. Effective.

Action 1.5 - E/V staff believes that this action was effective, as evidenced by all staff participating in several professional development activities beyond the scope of the professional development schedule.

Action 1.6 and 1.7 - This action was effective as Endeavor/Voyager maintained four full-time teachers who are highly qualified and appropriately credentialed and assigned.

Action 1.8 - E/V staff data reflects a 0% reclassification rate. However, reclassifying students remains challenging due to the limited time that most students are enrolled in the school (average stay for an incarcerated student is 35 days) and delays in receiving assessment/progress information from prior schools, causing issues of assessment timing and data tracking. Despite these challenges, the Bilingual Coordinator successfully ensures that teachers maintain awareness of best practices for EL students through regular attendance at the CAES ELD network of planning and sharing best practices. Therefore, this action is deemed effective for the purposes of the program.

Action 1.11 - MCSOS was successful in making virtual welders available to obtain 34.5 credits of CTE credit for 8 Endeavor/Voyager students, along with Edgenuity as 11 students earned 40.5 CTE credits.

Actions 1.12 and 1.13 -The School Counselor screened 25 students for modified graduation tracks with 10 students qualifying, and 35 students completed an Individual Transition/Progress Plan Survey, a significant number considering many stay less than 15 days. While the MCSOS intends to continue to increase this number, it shows that we can be effective in supporting students to become more future-oriented and develop an educational plan.

Action 1.15 - Endeavor/Voyager staff in partnership with the facility staff ensure all students have access to internet as part of their learning environment. Students are able access web-based curriculum as needed in a safe fashion for all work. Effective.

Action 1.16 - All Gould staff members were trained in the usage of curriculum tools and coached in the application of said tools for instructional practices. Effective.

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

Action 1.2 - Increased budgeted amount to reflect change in employee time spent in the facility providing services.

Actions 1.3, 1.5, 1.7, and 1.10 -- The metrics to measure progress changed to only i-Ready Reading assessments and i-Ready Math assessments, as the other metrics being used are not usually reported due to the small size of the cohort being assessed.

Action 1.9 - Metric title change from English Language Arts to Reading. The accurate measurements are Reading and Mathematics.

Action 1.11 - The sentence "Orijin Software will be purchased to provide students with increased access to online CTE course and pathways" added to the action to reflect an addition in collaboration with Educational Partners from Endeavor/Voyager.

Action 1.18 "Physical Therapist Assistance" added to describe how LREBG funds will be spent.

NEW Metric: 1.15 - Metric added to track Chronic Absenteeism of Gould students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Standards-Aligned Curriculum to All Students	Endeavor/Voyager will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.	\$10,000.00	No
	Improve Low-Income Students' Achievement in Math and ELA	An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Endeavor/Voyager will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.		
1.2	Support Students with IEPs	Since incarcerated youth are enrolled at Endeavor/Voyager on an ongoing basis, all teachers receive a daily roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, a RSP teacher meets with all students on IEPs either individually or in small groups. Support for students can be "push-in" or "pull-out" to provide additional instructional options. Regular communication between core academic teachers and the RSP teacher ensures identified students are receiving appropriate support.	\$76,790.00	No
1.3	Instructional Staff Professional Development Program	Weekly professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): Social emotional learning	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners - Meeting the needs of Homeless students and Foster Youth - Multi-Tiered Support System (MTSS) - Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.		
1.4	Low-Income Students to Make Academic Progress in Math	School year 2024-25 i-Ready results indicate 0% of Low-Income students are at grade level in Math, and the sample size of students was too small to provide meaningful achievement data from CAASPP results. MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Since students enrolled at Endeavor/Voyager are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. To better assist Low-Income students, MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms.	\$800.00	Yes
1.5	Retain Highly Effective Teachers Through Individualized Professional Development	To positively affect academic achievement of Low-Income students, English Learners, and Foster Youth in ELA, math and English language proficiency, MCSOS will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth	\$2,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math.		
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	To increase student performance in ELA and Mathematics, Endeavor/Voyager staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.	\$235,855.00	No
1.7	Maintain Low Student to Teacher Ratio	Student to teacher ratio should be 16:1, but during the 2024-25 school year, Endeavor/Voyager was below 10:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. Low-Income students are significantly behind grade level as measured by i-Ready assessments for ELA and Math. Students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teacher allows students to benefit from increased, in-person course offerings. In order to support those teachers and students in making academic progress and stronger social-emotional relationships, an Instructional Assistant will provide additional support to Low-Income students, English Learners, and Foster Youth. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment.	\$454,599.00	Yes
1.8	English Learner Support	Endeavor/Voyager will provide English Language Development (ELD) instruction to support students' language acquisition and increased access to core curriculum. Endeavor/Voyager is providing professional	\$20,464.00	No

Action #	Title	Description	Total Funds	Contributing
		development and coaching to support teachers in their instruction for ELD. Endeavor/Voyager will provide English Language Development (ELD) supplemental materials and additional supports to English Learners who experience academic difficulties. The MCSOS Program Director- ELA/ELD will provide coaching and professional development for staff in instructional best practices to improve language proficiency and increase the number of students meeting the criteria for RFEP.		
1.9	Provide Intervention and Instructional Support for Struggling Learners	Endeavor/Voyager staff will provide intervention and instructional support for students' academic growth as measured by SBAC, ELPAC, and i-Ready formative ELA and Math assessments. Formative and summative assessments will be administered by teachers, and results will be disaggregated by administrators, program director, teachers and school counselors. An Instructional Assistant will provide direct support to Low-Income and EL students.	\$65,253.00	No
1.10	i-Ready Assessments for Grade Level Proficiency	Because CAASPP summative assessments do not provide data due to the small sample size, i-Ready formative assessments will provide actionable student data for ELA and math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. Teachers will use formative i-Ready math assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready math lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state assessments is contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis.	\$4,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Increase Students Completing CTE Courses	To provide Low-Income students with access to an in-person CTE elective course, a teacher will provide weekly instruction. An Introduction to Welding course will be continued with virtual welders to create a virtual welding scenario in a safe environment. Student interest in welding will increase student enrollment in CTE courses upon release to their home districts. Orijin Software will be purchased to provide students with increased access to online CTE course and pathways.	\$59,999.00	Yes
1.12	Academic and Social Emotional Counseling for At-Promise Students	A School Counselor will facilitate updated credit evaluations so teachers can assign appropriate coursework for each student. All students enrolled in Endeavor/Voyager for at least 15 days are eligible to earn partial credits, which will be forwarded to home districts upon student release. A School Counselor will grade-level reclassify all qualifying students based on credits earned as opposed to years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses. School Counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Endeavor/Voyager staff will work with a counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation.	\$55,207.00	No
1.13	Create Individual Progress Plans and Career Assessment Surveys	The School Counselor will meet with all students enrolled greater than 15 days in Endeavor/Voyager to complete Individual Progress Plan and Career Assessment Survey. The school counselor will also assist graduating high school students with registration at Madera Community College and completion of FAFSA documents.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Provide Credit Recovery Options for Low-Income Students	To help students recover credits needed to fulfill graduation requirements, online platforms such as Edgenuity are part of the educational program. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants will also be able to provide additional student support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner to districts of residence.	\$30,600.00	Yes
1.15	Access to a Broad Course of Study for Low-Income Students	The Endeavor/Voyager staff is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Since the circumstances of incarcerated youth preclude some of the activities of traditional school setting, software and technology will be provided to allow the broadest possible access within the parameters allowed for our students.	\$2,500.00	No
1.16	Academic Supports for Students at Gould Education Center	All Gould Education Center classroom staff will be trained and coached in utilizing the adopted ELA, ELD, and Math curricula in their classrooms on a consistent basis. Staff will be trained and coached on strategies to maximize student engagement by incorporating appropriate accommodations, behavior supports, technology, and differentiation strategies to meet the unique needs of the Gould students, specifically those who are English Learners and Hispanic students.	\$20,000.00	No
1.17	Support Students Toward Graduation	The school counselor will maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure students progress toward meeting all graduation requirements of their home districts. All students enrolled in Endeavor/Voyager at least 15 days are eligible to earn partial credits toward requirements. An Aftercare Liaison will assist all students returning to their home districts for the purposes of reengaging with their	\$89,493.00	No

Action #	Title	Description	Total Funds	Contributing
		home school, setting up support once enrolled, and provide ongoing support through graduation to reduce school dropouts.		
1.18	Physical Therapist Assistance	MCSOS's Gould Educational Center serves students with extensive support needs for the entire Madera County Special Education community. Due to ongoing challenges in recruiting and retaining an in-person licensed Physical Therapist, the program currently utilizes a virtual Physical Therapist to ensure compliance with evaluation, IEP participation, and documentation requirements. The virtual model often results in students' having to be absent due to the need for off-campus therapy, or physical conditions that impede school attendance. The 2025 California School Dashboard Chronic Absenteeism Rate for All Students was 51.9%, with most student groups showing rates exceeding 50%. English Learners and White students were in the Orange, or Low, performance level. The model sometimes also makes it challenging to meet the needs and goals described in students' IEPs. To address these needs, MCSOS will spend LREBG funds for the purpose of contracting with a Physical Therapist Assistant (PTA) to provide in-person physical therapy services to students. To address the need for direct, hands-on services particularly for students with extensive support needs the contracted PTA will deliver in-person services on school sites under the supervision and direction of the licensed Physical Therapist. The provision of the PTA is an evidence-based pupil support to address the identified barrier to learning through health services. This service delivery model ensures continuity of services, increases access to in-person therapeutic support, and allows the county office to effectively meet student needs despite staffing shortages. Implementation of this model is expected to result in increased student engagement and improved progress toward IEP goals compared to a solely virtual service model, demonstrating a positive impact on student outcomes. The California School Dashboard Chronic Absenteeism Rate will be the metric used to measure the effectiveness of this action. LREBG Funds - \$26,450	\$26,450.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe and conducive learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Many incarcerated students have a history of academic struggles and high absenteeism rates, so this goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being. An annual survey will measure whether students, teachers, principal and educational support staff feel they have best supports in an emotionally, physically and cognitively safe learning environment. Through regularly scheduled professional learning opportunities, all educational staff will develop research-based best practices to support the social-emotional needs of incarcerated youth. Partnerships with Madera County Department of Behavioral Health (and potentially other agencies) will provide relevant SEL training to Endeavor/Voyager teachers, administrators and support staff directly affecting students in Endeavor/Voyager Schools. In addition, external learning opportunities allows students to extend educational lessons beyond the classroom, since many seldom have those opportunities in their home districts. Collaboration with the Madera County Probation department facilitates referrals of students needing additional mental health support, while school counselors provide academic support in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of SEL support will contribute to progress toward graduation and reduce chronic absenteeism.

The 2025 California School Dashboard Suspension Rate for Endeavor/Voyager rose to 4.6%, and Endeavor/Voyager students earned an attendance rate of 99.7%. Additionally, 97% of students responding to surveys reported that they felt safe at school, and 94.7% felt connected. 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," Poetry/Essay contests, field trips, and participation on sports teams at athletic tournaments. These state and local data indicate that the actions comprising Goal 2 have been effective.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism (K-8)	Data not reported on the 2023 California School Dashboard due to a cohort number below 11 students. Local data show 0% of students were chronically absent in 2022- 23.	Data not reported on the 2024 California School Dashboard for Juvenile Hall (Endeavor/Voyager Secondary) due to a cohort number below 11 students K-8. 2.5% of students were chronically absent in Juvenile Hall (Endeavor/ Voyager Secondary) (9-12) [2023-24 DataQuest]	Data not reported on the 2025 California School Dashboard for Juvenile Hall (Endeavor/Voyager Secondary) due to a cohort number below 11 students K-8. 1.7% of students were chronically absent in Juvenile Hall (Endeavor/ Voyager Secondary) (9-12) [2024-25 DataQuest]	0% [2026 California School Dashboard]	No change on Dashboard. 0.8% decrease (9-12).
2.2	Number of Annual Presentations to Students	There were seven presentations to students during the 2023-24 school year. [2024 Local Data]	As of May 1, 2025, there were four presentations to students during the 2024-25 school year. [2025 Local Data]	As of April 30, 2026, there were nine presentations to students during the 2025-26 school year. [2026 Local Data]	There will be 10 presentations to students during the 2026-27 school year. [2027 Local Data]	Increase in number of presentations
2.3	Percentage of Students Participating in Learning Opportunities Outside of the Classroom	In school year 2023-24, 100% of students participated in learning opportunities outside the classroom. [2024 Local Data]	In school year 2024-25, 100% of students participated in learning opportunities outside the classroom.	In school year 2025-26, 100% of students participated in learning opportunities outside the classroom.	In school year 2026-27, 100% of students participated in learning opportunities outside the classroom.	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Data]	[2026 Local Data]	[2027 Local Data]	
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school -- 97.4%. Students responding that they feel connected to school -- 96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school -- 94.9%. Students responding that they feel connected to school -- 90.8%. [2025 Local Climate Surveys]	Students responding that they feel safe at school -- 91.2%. Students responding that they feel connected to school -- 85.3%. [2026 Local Climate Surveys]	Students responding that they feel safe at school -- 100%. Students responding that they feel connected to school -- 100%. [2027 Local Climate Surveys]	"Safe at school" responses -- 3.7% decline "Connected to school" responses -- 5.5% decline
2.5	California School Dashboard: Suspension Rate	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2023 California School Dashboard]	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2024 California School Dashboard]	Juvenile Hall (Endeavor/Voyager Secondary) Overall -- 4.6% Low-Income -- 4.6% English Learners -- 5.1% LTEL -- 5.1% Hispanic -- 5.0% White -- 3.8% African American - - 0% Foster Youth -- 0% Students with Disabilities - 5.9% [2025 California School Dashboard]	0% for Endeavor/Voyager Secondary [2026 California School Dashboard]	4.6% increase
2.6	Attendance Rate	99.8% [2024 Local Calculation]	99.7%	99.9%	100% attendance rate	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Calculation]	[2026 Local Calculation]	[Local data]	
2.7	Facilities Inspection Tool (FIT)	FIT in October 2023 scored Endeavor/Voyager in "Good Repair".	MET -- Results reported FIT scored Endeavor/Voyager in "Good Repair". [June, 2025, Local Indicators Report to the Board]	MET -- Results reported FIT scored Endeavor/Voyager in "Good Repair". [June, 2026, Local Indicators Report to the Board]	FIT in October 2026 will score Endeavor/Voyager in "Good Repair" or better.	No change.
2.8	High School Dropout Rate	Not reported on DataQuest due to low number of students in the cohort. [2023 DataQuest]	Not reported on DataQuest due to low number of students in the cohort. [2024 DataQuest]	Not reported on DataQuest due to low number of students in the cohort. [2025 DataQuest]	0% [2026 DataQuest]	No change.
2.9	Expulsion Rate	0% [2023 DataQuest]	0% [2024 DataQuest]	0% [2025 DataQuest]	0% [2026 DataQuest]	No change.

Goal Analysis [2025-26]

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

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

Action 2.1 - Student incentives were implemented to recognize students improving attendance and performance at school.

Action 2.2 - Presentations on a variety of topics by, or arranged by counselors were successfully conducted, including: Post Secondary Options, Financial Aid & Credit, Community College Vocational/Technical Careers Overview, Understanding and Managing Stress, Transition Planning & Career Interest Survey, Career Awareness/Exploration, Career Research, Education & Pay Over Your Lifetime, Tips for Academic Success.

Action 2.3 - This action was successfully implemented, as 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," MCSOS Arts Fest, Poetry/Essay contests, sport teams at tournaments, and Cadets Color Guard presenting colors at numerous civic events.

Action 2.4 - MCSOS leadership was successful in providing SEL professional development activities for all staff during school year 2025-26, including Suicide Prevention and Navigators Mental Health training. MCSOS staff successfully participated in monthly Treatment Team meetings with correctional staff to learn of issues and supports for students struggling with incarceration.

Action 2.5 - MCSOS was successful in maintaining regular communication among teachers, administrators, and families using ParentSquare. Behavioral concerns were addressed with appropriate interventions. Parent conferences were also successfully conducted, along with student report cards, progress reporting, and regular calls home. Communication and collaboration with correctional staff was also ongoing.

Action 2.6 - Helping students build a connection to school and school staff, teachers recognize outstanding students and recognizing positive student behavior and Students of the Month awards.

Action 2.7 - Teachers at Endeavor/Voyager taught and modeled positive social-emotional skills, as planned. The School Counselor, RSP teacher and school psychologist provided services to students to support academic needs and teach skills to cope with difficulties. The small student to teacher ratio (8:1) was maintained.

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

Action 2.4 - Increased costs due to COLA, health and welfare increases.

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

The primary measures of effectiveness for the actions under Goal 2 are chronic absenteeism rate, suspension rate, and students' feeling of school connectedness.

Action 2.1 - A chronic absenteeism rate of 1.7%, and an improvement from the prior year, indicates that monthly Treatment Team meetings with corrections staff to learn of issues and discuss supports for students who are struggling with incarceration has been effective.

Action 2.5 - The Overall suspension rate increased to 4.6%. The rates for Low-Income students also increased to 4.6%; for English Learners and LTEL to 5.1%; and the Following:

Hispanic -- 5.0%

White -- 3.8%

African American -- 0%

Foster Youth -- 0%

Students with Disabilities - 5.9%

Actions 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 - Using student data from 2025-26 student surveys, the effectiveness of these actions is primarily measured by students' feelings of positive school climate/school connectedness. As 91.2% of students feel encouraged to be successful by school staff and 85.3% reported feeling connected to school, these actions appear to have been effective. An additional indicator of 88.2% of students feeling that the staff cares about them supports the effectiveness of these actions. Students of the Month are recognized by staff members which contributes to school climate and individual student success. MCSOS staff will continue these actions in order to increase the percentages of students feeling connected.

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.

Metric 2.5: Added student groups Low-Income, English Learners, LTEL, Hispanic, White, African American, Foster Youth, and Students with Disabilities to accurately reflect changes in data.

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	Increase Student Attendance Rates	Students in Endeavor/Voyager have historically high levels of truancy and academic struggles while in their districts of residence. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they do have the option to not attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and potential available support for students who are struggling with incarceration, which can impact school attendance. Staff members will provide students with incentives for excellent attendance.	\$1,500.00	Yes
2.2	Counseling Presentations	School counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. The "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Increase Student Participation	Extended learning opportunities, including field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field trip destinations now allow for virtual access, which can also contribute to learning goals.	\$1,000.00	Yes
2.4	Behavioral Health Interventions and Support Services	When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between school staff and parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. School counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. A school counselor, RSP teacher, and school psychologist will provide services to students that support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.	\$17,100.00	No
2.5	Suspension Rates	Reduce suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated to provide appropriate interventions. Parent conferences help communication between home and school, as well as other reporting opportunities like student report cards, progress reporting and regular calls home. Communication and collaboration with correctional staff will also contribute to students feeling more connected to school.	\$0.00	No
2.6	Positive Student Recognition Program	Endeavor/Voyager administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well.		
2.7	Climate Survey Responses	Endeavor/Voyager staff will engage with parents through various communication methods to increase the number of climate survey responses and to continue to improve climate survey satisfaction results. Increased survey responses will support stronger connections between families and school.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent involvement by developing meaningful partnerships and participation outreach in order to increase student engagement, achievement and social-emotional well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Academic success of students is greatly influenced by strong relationships with at least one parent or guardian. Using feedback from parents to increase specific programmatic services or consider services that are not currently offered will contribute to developing the best academic program for all students. Due to the transient nature of incarcerated students, establishing strong school to family relationships will lead to greater student engagement, improved academic success and increased social-emotional well-being of students. Providing families and other prosocial adults with information about the unique academic needs of their students through trainings and other supports will develop their capacity to advocate for their needs. Research continues to highlight the importance of parents in the academic success of their children, and Endeavor/Voyager staff considers strong partnerships with all parents, particularly parents of English Learners and SED students as vital for students at Endeavor/Voyager. Teachers will connect with families to share academic progress of students, as well as concerns. Parents will be encouraged to attend student recognition ceremonies, graduation ceremonies, as well as participate with Parent Advisory Committees (PACs).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Parents of Low-Income Students Using ParentSquare to Communicate with the School	100% of parents Low-Income students are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of Low-Income students are in contact with teachers via phone calls and 86% are contactable through the ParentSquare texting feature.	100% of parents of Low Income students are in contact with teachers via phone calls and 100% via ParentSquare texting feature. [2026 Local Data]	100% of parents of Low-Income students will be in contact with teachers via ParentSquare texting feature. [Local Data]	Increase of 14% usage of ParentSquare texting feature.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Data]			
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2025 Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2026 Local Data]	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature. [Local Data]	No change
3.3	Number of Parents Attending School Events	10 parents/family members attended high school graduation ceremony during 2023-24. [2024 Local Data]	12 parents/family members attended school events, including speech and poetry contests. [2025 Local Data]	Approximately 58 parents attended school events including graduation, speech and rotary contests. [2026 Local Data]	20 parents/family members will attend school events in 2026-27. [Local Data]	Increase in number of parents attending school events
3.4	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. 2024 [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [2025 Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2025-26. [2026 Local Data]	100% of Teachers will provide access to PowerSchool to log entries in 2026-27. [Local Data]	No change
3.5	Number of Parents Attending Endeavor/Voyager Parent Meetings	No parents of English Learner students and one parent of a Low-Income student attended a Parent Advisory Committee (PAC) meeting during Fall 2023.	No parents of English Learner or Low-Income students attended a Parent Advisory Committee (PAC) meeting during Fall 2023.	Approximately 15 parents attended parent meetings.	5 parents of English Learner students and 5 parents of a Low-Income student will attend Parent Advisory Committee (PAC) in 2026-27.	Increase in number of parents attending meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 [Local Data]	[2025 Local Data]		[Local Data]	
3.6	Percentage of Foster Youth Caregiver Participation in Monthly Workshops.	In 2023-24, 9% of Madera County caregivers have participated in monthly workshops. [2024 Local Data]	During the 2024-2025 school year, 14% of Madera County caregivers participated in monthly workshops. [2025 Local Data, Foster Focus]	During the 2025-2026 school year, 22% of Madera County caregivers participated in monthly workshops.	In 2026-27, 25% of Madera County caregivers will participate in monthly workshops. [Local Data]	Increase in percentage of caregivers participating in workshops
3.7	Percentage of caregivers of CAES foster youth using ParentSquare to communicate with Foster Youth/Homeless Education staff	Using ParentSquare to communicate specifically with CAES foster youth caregivers and homeless education parents will be new in the 2024-2025 school year. Currently, 0 parents use this feature for Foster Youth. [2023-24 Local Data]	14 CAES foster/homeless families used ParentSquare during the 2024-2025 year to communicate with school staff. [2024-2025 Local Data]	22 CAES foster/homeless families used ParentSquare during the 2025-2026 year to communicate with school staff. [2025-2026 Local Data]	100% of CAES foster youth caregivers and homeless parents will communicate directly with Foster Youth staff via ParentSquare [Local Survey Data]	Increase in number of caregivers using Parentsquare

Goal Analysis [2025-26]

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

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

Action 3.1 - ParentSquare was successfully used to contact all families, with all communication translated to families' preferred languages, currently English and Spanish. Translations of announcements and documents, and surveys distributed through ParentSquare, provided opportunities for parents to provide feedback as planned.

Action 3.2 - Increased participation of parents of English Learners (EL) remains a challenge. Personal invitations via phone calls were implemented as planned. Due to the lower stability rates of incarcerated students, reclassification to RFEP is a challenge Endeavor/Voyager

staff have not been able to surmount, so parent consultation and feedback meetings were not conducted for the purpose of EL reclassification. ParentSquare translations of communications to the language of EL students' parents were successful. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking, which is the primary language of more than 99% of EL students enrolled in Endeavor/Voyager.

Action 3.3 - Staff successfully hosted Cadet Academy Graduation ceremonies throughout the year, with parents invited to attend. Parents were invited to attend other events, as well, including the MLK, Jr, Local Host Committee ceremony, the Rotary Speech Contest, and our poetry competition. Families requiring transportation were successfully provided Madera Area Express tickets/vouchers to access transportation to attend school events. Getting parents to attend advisory committee meetings remains a challenge, even with providing transportation and zoom links to meetings.

Action 3.4 - Staff were successful in documenting staff communication with students and parents using PowerSchool. Notes were kept in meetings with parents to discuss successes or concerns about their child's academic progress.

Action 3.5 - Program Director worked with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, but laws and policies regarding on-site visitors remain a challenge to implementation. Input was gathered to help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health successfully maintained, though requests for local resources accessible from Endeavor/Voyager families were rare.

Action 3.6 -The FYSC Program continued to be successful in collaborative efforts with local partners and stakeholders to coordinate a series of monthly parent workshops highlighting a variety of topics for caregivers. Various agencies worked together to provide guest speakers, child care, translators, and food for monthly workshops. Increasing caregiver participation, however, continues to be a challenge. This year ParentSquare was used for on-going communication between parents and foster/homeless education staff. Parents and caregivers received information regarding upcoming student workshops, college visits, paid work experience, parent workshops and other events, helping to increase home to school communication. Foster/homeless education staff will continue to prioritize strategies for increasing parent/caregiver participation in monthly workshops.

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.

No materials differences.

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

Action 3.1 - ParentSquare has been effective in allowing for two-way communication between school and home, and phone calls for school events; it is used to contact all families. All communication is translated to families' preferred languages, currently English and Spanish. Translations of announcements and documents through ParentSquare is also effective in providing opportunities for parents to provide feedback through surveys distributed through ParentSquare.

Action 3.2 - As noted above, increased participation of parents of English Learner (EL) students remains a challenge, as does reclassification to RFEP. Data on EL parents v. non-EL parents attending school functions have not been collected, so results are strictly anecdotal. While increased and improved communication to parents of EL students has been implemented as planned, a continuing lack of participation in school advisory committees suggests that this action has not been as effective as planned.

Action 3.3 - Staff members successfully hosted Cadet Academy Graduation ceremonies throughout the year, with parents invited to attend. Parents were invited to attend other events, as well, including the MLK, Jr, Local Host Committee ceremony, the Rotary Speech Contest, and our poetry competition. Families requiring transportation were successfully provided Madera Area Express tickets/vouchers to access transportation to attend school events when requested. Getting parents to attend advisory committee meetings remains a challenge, even with providing transportation and Zoom links to meetings.

Action 3.4 - Staff members were successful in documenting staff communication with students and parents using PowerSchool. Notes were kept in meetings with parents to discuss successes or concerns about their child's academic progress.

Action 3.5 - Program Director worked with correctional staff to make accommodations for school/student-related meetings that were held on-site to increase parent attendance. Input from families helped establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.

Action 3.6 - Parent Connection Workshops were offered monthly. Despite parents participation being low, in a caregiver survey conducted, 92% of caregivers feel that they have the capacity to support the educational and social-emotional needs of students in foster care, and 8% of caregivers feel that they "somewhat" have the capacity to meet the needs of students in foster care. Staff will prioritize efforts to improve participation in the Parent Connection Workshops, including making a virtual format available for parents to attend. Additionally, this year, ParentSquare facilitated an increase in communication between parents/caregivers and foster/homeless education staff.

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

No planned changes to goal, metrics, outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote School Communication	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents of English Learner students are kept equally informed of school news and events. Translations of announcements and documents through ParentSquare will provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.		
3.2	Promote Participation of Families of English Learners	Spanish is the primary language of more than 99% of English Learner students enrolled in Endeavor/Voyager. By utilizing both Parent Square translation services (embedded in the program) and DTS translations of school documents including SARC and LCAP, Endeavor/Voyager staff will increase participation of parents of English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of English Learner reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.	\$1,500.00	No
3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Endeavor/Voyager staff will Increase parent participation at school events and informational meetings to support identified needs of families. The Voyager program hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.	\$500.00	Yes
3.4	Maintain High Level of Home-School Communication	Endeavor/Voyager staff will ensure the requiring of communication to the parents of students by documentation of all communication in ParentSquare by teachers, on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students and parents. Documentation will contribute to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress.		
3.5	Increase Educational Partner Input and Participation	The Program Director will work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, including the Parent Advisory Council (PAC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.	\$500.00	Yes
3.6	Foster Youth and Homeless Students	Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. Promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff.	\$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June, 2027, 100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in Math and contribute to a greater number of students earning academic credits to meet graduation requirements.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students' lack of proficiency in mathematics continues to be a concern for Endeavor/Voyager students. Due to the small number of Endeavor/Voyager students who take the state assessments (<11), data cannot be shared to protect privacy. Students performed significantly below grade level in Mathematics as measured using i-Ready assessments. These low proficiency levels include 0% at grade level in Math. A survey of local conditions and input from educational partners confirms the need to improve academic outcomes for Endeavor/Voyager students, especially in math. Low math performance is also impacting the opportunities for our students to meet graduation requirements. As of April 30, 2026, there have been five Endeavor/Voyager students that met high school graduation requirements. To improve academic outcomes and increase graduation prospects for Endeavor/Voyager students, the Endeavor/Voyager staff created this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	i-Ready assessments in Math: Percentage of Students Showing Growth	18% of students are performing at or above grade-level in Reading. 0% at grade level in Math. However, Math results indicate 9% of students showed growth of at least one grade-level.	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2025, yielded 0% of students are performing at or above grade-level	Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level	100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in ELA and Math.	Increase in percentage of students showing growth in math from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023-24 iReady Diagnostic Assessment]	in Reading (with 52% having showed growth) and 0% at grade level in Math. However, Math results indicate 56% of students showed growth of at least one grade-level during the second semester. [2024-25 Local Data]	in Reading (with 26.31% having showed growth) and 0% at grade level in Math. However, Math results indicate 39.47% of students showed growth of at least one grade-level. [2025-26 Local Data]		
4.2	California School Dashboard: Students Graduating with a High School Diploma	Two Endeavor students graduated during the 2023-24 school year. [2024 Local Data]	0 Endeavor/ Voyager students graduated during the 2024-25 school year. [2025 Local Data]	5 Endeavor/Voyager students graduated during the 2025-26 school year. [2026 Local Data]	Four Endeavor students will graduate in the 2026-27 school year.	Increase in numbers of students graduating

Goal Analysis [2025-26]

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

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

Action 4.1 - Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level in Reading (with 26.31% having shown growth) and 0% at grade level in Math. However, Math results indicate 39.47% of students showed growth of at least one grade level. As of April 30, 2026, 140 high school students earned 1,780 credits for an average of 12.71 credits per student.

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.

No material differences identified.

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

Action 4.1 - Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level in Reading (with 26.31% having shown growth) and 0% at grade level in Math. However, Math results indicate 39.47% of students showed growth of at least one grade level. As of April 30, 2026, 140 high school students earned 1,780 credits for an average of 12.71 credits per student, which has allowed them to stay on pace with their graduation cohorts. This action has effectively contributed to students making progress toward meeting high school graduation requirements.

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

No planned changes to goal, metrics, outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math Support Teacher	Endeavor/Voyager students are enrolling significantly deficient in math as measured by i-Ready Formative Assessments. Students are in need of more intensive, daily math instruction as the increased proficiency is needed to close the achievement gap for all Low Income, English Learner, and Foster Youth students. An additional teacher will be assigned to Endeavor/Voyager staff for math instruction.	\$158,817.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Facilitate the county-wide coordination of services for the educational success of students in foster care, including successful transition to post-secondary education and/or employment.	Broad Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The educational outcomes of children in foster care continue to be of concern not only statewide, but, locally as well. A low percentage of students in foster care graduate from high school, and, although most Foster Youth say they want to go to college, very few do. Of those who enroll in a post-secondary program, very few successfully complete. Additionally, students in foster care often change placements, impacting their academic and social-emotional success and well-being. Students in foster care consistently perform low in ELA and Math state assessments. Ensuring students in foster care receive the necessary information and support to graduate from high school and to be prepared for college/career is vital. Due to the high mobility of Foster Youth, establishing county-wide policies and procedures to address school stability and the immediate enrollment of Foster Youth is critical. Providing LEAs and other educational partners with information about the unique needs of Foster Youth trainings and support to develop their capacity to advocate for and support this group of youth is critical for the stability and success of our students in foster care. The Foster Youth Services Coordinating Program (FYSCP) works to ensure the county-wide coordination of services for foster youth to ensure school stability and, thus, college/career readiness and academic and social-emotional success.

Building the capacity of local LEAs to understand the unique needs of students in care will facilitate the identification of barriers faced by this population and, thus, facilitate the identification of strategies to minimize those barriers. Through professional development and training opportunities, gathering of and sharing best practices, case management, policy review/development, grade level transition support and through the provision of academic support services, the foster youth services program expects that LEAs will have sufficient knowledge, tools, and strategies to minimize the rate of school mobility and improve the academic and social outcomes of foster youth. Additionally, helping LEAs understand how to ensure school stability through "best interested determination" is critical to the academic/social well-being of students in care. The continued implementation of a county-wide interagency agreement outlining a common procedure in making "best interest determinations" and outlining the processes used in the development of a transportation plan (to maintain school of origin) ensures a consistent system and process. On-going professional development and Foster Youth Executive Advisory Council meetings provide a consistent venue through which new information and best practices are shared, helping to build capacity and ensuring the collaboration and facilitation of county-wide foster youth services.

Through the development and implementation of county-wide college and career readiness opportunities including policies to ensure accessibility to summer school, credit recovery, A-G/CTE/AP/Honors courses, dual enrollment courses, etc., as well as through college visits, foster youth participate in activities that will help them become college and career ready and informed about post-secondary options. They

learn about the paths necessary to take based on their individual interests. Additionally, monthly caregiver workshops help caregivers stay informed about an array of topics and are designed to provide them with tools and strategies to support the academic and social success of students.

The combination of ensuring LEAs have the capacity to support the needs of foster youth, including ensuring their school stability and academic/social-emotional success, as well as ensuring that foster youth are college and career ready and that caregivers have the knowledge, tools, and support to address the academic and social-emotional needs of youth in their care is the goal of Madera County's Foster Youth Services. Through the coordination of educational partners, caregiver, and student activities and services as indicated below, the Foster Youth Services Program expects that Madera County foster youth will have the opportunities they need to maximize their potential academically and develop a post-secondary plan that they will be able to successfully transition into upon graduating from high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of county-wide meetings, professional development/ technical assistance opportunities provided to LEAs, probation, and child welfare services partners.	During 2023-2024 school year, the FYSCP provided 16 professional development opportunities [2023-24 Local Data]	The FYSCP provided 14 professional development opportunities during the 2024-2025 school year. [2024-25 Local Data]	The FYSCP provided 16 professional development opportunities during the 2025-26 school year. [2025-26 Local Data]	Continue providing at least 15 professional development opportunities annually.	Decrease of two professional development opportunities.
5.2	Foster youth graduation rate	61% graduation rate (2022-2023 DataQuest)	69% graduation rate. (2023-2024 DataQuest)	73% graduation rate. [2024-25 DataQuest]	100% of Madera County Foster Youth will graduate	12% improvement
5.3	Foster youth stability rate	59% stability rate (2022-2023 DataQuest)	49% stability rate (2023-2024 DataQuest)	48% stability rate [2024-25 DataQuest]	Foster youth stability rate will match or exceed the county-wide rate	11% decline
5.4	Number of LEAs participating in monthly	During 2023-2024, six LEAs participated in	During the 2024-2025 school year, six LEAs	During the 2025-2026 school year, seven LEAs	100% of LEAs (9) will participate in	Increase in number of LEAs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	advisory council meetings.	monthly advisory council meetings [2023-24 Local Data]	participated in monthly advisory council meetings. [2024-2025 Local Data]	participated in monthly advisory council meetings. [2025-2026 Local Data]	monthly advisory council meetings	participating in advisory meetings
5.5	Number of parent workshops and other opportunities for caregiver support provided	During 2023-2024, six parent workshops were provided for caregivers. [2023-24 Local Data]	During the 2024-2025 school year, 10 parent workshops were provided for caregivers. [2024-2025 Local Data]	During the 2025-2026 school year, 10 parent workshops were provided for caregivers. [2025-2026 Local Data]	Provide 10 workshops annually to caregivers	Increase in number of workshops provided for caregivers
5.6	Number of county-wide post-secondary preparation and career awareness/readiness opportunities provided for foster youth	During 2023-2024, 14 post-secondary preparation/career readiness opportunities were provided for foster youth. [2023-24 Local Data]	During the 2024-2025 school year, 23 post-secondary preparation/career readiness opportunities were provided for foster youth. [2024-2025 Local Data]	During the 2025-2026 school year, 17 post-secondary preparation/career readiness opportunities were provided for foster youth. [2025-2026 Local Data]	Provide 15 or more post-secondary/career readiness opportunities for foster youth.	Increase in number of opportunities provided for foster youth

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.

During the 2025-26 school year, the FYSCP was successful in providing an array of services and opportunities for students, caregivers, and community partners designed to ensure the on-going collaboration and coordination of services to ensure foster youth graduate from high school with a post-secondary plan in place.

Action 5.1 - No substantive differences. A top priority for the MCSOS FYSCP continued to be ensuring that Madera County foster youth receive information and support required to develop a post-secondary plan. Senior Support virtual workshops were held and focused on learning about the community college and four-year university matriculation process as well as completing the Free Application for Federal Student Aid (FAFSA). Monthly College and Career Connection workshops were also held for high school students. Students explored careers based on individual interest career survey results and learned about the pathways required to pursue those careers including: information about the systems of higher education in California (community college, California State University, University of California, and Private systems) as well as information about various vocational/career technical education programs accessible in the local community colleges and financial aid. Students who participated in monthly College and Career Connection workshops were prioritized to participate in a summer paid work experience program. Also, monthly Parent Connection workshops were held for caregivers and are designed to inform them about various topics, increasing their capacity to provide college/career guidance at home. Workshop topics included: Educational Rights of Foster Youth, School Technology, Strategies for Supporting the Academic Success of Your child, the Special Education Process, and Literacy in the Home. Finally, local liaisons were trained on AB167 (reduced graduation credits) to ensure all eligible students were screened and put on the reduced credit graduation track to ensure their graduation.

Action 5.2 - No substantive differences. The MCSOS FYSCP continues to prioritize career awareness and preparation and coordinated seven (7) university/college field trips including to the following: University of California, Davis, Madera Community College, Stanford University, University of California, Santa Cruz, College of the Sequoias, University of California, Merced, and California State University, San Jose. In addition, the annual R.I.S.E (Resiliency, Inspiration, Success, Education) Youth Conference hosted 54 students this year! The conference highlighted different careers, financial aid information and opportunities, and information about community colleges. Paid Work experience was also made available to eligible students. Through this program, students participated in two workshops where they researched careers and completed interest surveys. Their results were then used to place them in a job that most closely matched their interest. Work experience students also participated in Financial Literacy and Essential Workforce Skills through the work experience program and learned how to create a household budget, understand credit, initiate a savings plan, and make informed financial decisions to avoid the cycle of debt and economic insecurity. Students also developed skills such as Attitude, Communication, Teamwork, Work Ethic, and Time Management. 15 students participated in the work experience program. Monthly College and Career Connection workshops were held for high school students. Students researched careers, learned about high school graduation and college entrance requirements (A-G courses), researched the different systems of post-secondary education, and learned about financial aid and other financial literacy topics. A middle school workshop was held for 7th and 8th grade students where they learned about high school graduation requirements, the A-G requirements, became familiar with financial aid, learned about the various career technical education high school pathways, and participated in a budgeting activity. Backpacks and school supplies were provided to all foster youth in Madera County at the start of the school year to ensure they were prepared to start. Case management support services was provided this year and contributed to and increase in the identification of academic and social support services. Case management services also help ensure foster youth have priority access to summer school, credit recovery, dual enrollment, A-G and CTE courses.

Action 5.3 - No substantive differences. Ongoing professional development continues to be a priority for the MCSOS FYSCP to ensure LEAs and caregivers can successfully support the social-emotional and academic needs of foster youth. A virtual training series was developed and offered to local liaisons and other community partners. Topics covered include the following: AB490 Overview, Meeting the High School Needs of Foster Youth, Foster Youth and Financial Aid, and Foster Youth and School Stability. In addition, monthly Executive Advisory Council Meetings continued and provided a venue through which important information, legislative updates, and best practices were shared. This year, the Advisory Council met monthly August – April. The last meeting of the school year will take place in May. Advisory Council

meetings were also used for training. Each month, a different topic was highlighted and discussed including: Identifying Foster Youth in Your Student Information System, Improving School Stability, Immediate Enrollment and Placement in the Least Restrictive Environment, Issuing Partial Credits, and AB167/216 (overview and procedures). Working with caregivers to build their capacity to support the educational and social-emotional needs of foster youth was also an area of focus this year. Monthly Parent Connection Workshops were coordinated and provided information on the following topics: AB490, the Special Education Process, Trauma and Behavior, School Technology, Early College Awareness and Preparation, Suicide Awareness, and Social-Emotional Well-Being. Workshops were offered in person and virtually. Additionally, providing increased trauma informed training and literacy awareness/support for 3rd - 6th grade students was prioritized this year. Caregivers had the opportunity to attend a workshop focused on literacy strategies in the home. Also, the FYSCP partnered this year with one of our local school districts to participate in the pilot Neurosequential Model in Education (NME) (trauma) for the upcoming school year. This will allow the district liaison and the county FYSCP coordinator to bring this information to local partners during the upcoming school year.

Action 5.4 - No substantive differences. The educational success of foster youth is often associated with school stability. As such, a county-wide interagency agreement was recently renewed and ensures a uniform process for identifying best interest in school placement for a students whose residence changes. A checklist for LEAs is included and serves as tool to help make this determination. Professional development highlighting best practices in school stability was provided virtually, during monthly Executive Advisory Council meetings, and as requested. The Foster Focus database is available to all district liaisons to use and can be used to monitor school stability/mobility.

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

Action 5.1 - Overbudgeted. This year, the FYSCP did not pay entrance fees or paid a flat/reduced amount for various field trip locations including the San Jose Tech Museum, The California Railroad Museum, and the Fresno Chafee Zoo. Additionally, there were little or no costs associated with monthly post-secondary awareness workshops as our partner school district, Madera Unified, often contributed supplies, staff, and food.

Action 5.3 - Overbudgeted. In the past, the FYSCP has paid for partner school district staff to attend the California Association of Supervisors of Child Welfare (CASCWA) state truancy conference as well as the Blueprint for Success Conference. There were no participants in either conference this year. In addition, the contractual partnership we previously had with Court Appointed Special Advocates (CASA) was not renewed as the FYSCP is looking at other methods to support early childhood foster youth.

Action 5.4 - Overbudgeted. This year, there weren't any costs associated with this action. Trainings associated with the implementation of the county-wide agreement to maintain school stability are conducted by the FYSCP coordinator. The FYSCP has an open purchase order of \$20,000 with Madera Unified School District to ensure school of origin (transportation). The invoice for this cost has yet to be forwarded to our office as it historically is sent at the end of the school year. No other school district in the county requested funding to assist in ensuring school stability for foster youth in their district.

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

Action 5.1 - The number of post-secondary preparation and awareness activities offered to students was effective in ensuring that they have the necessary knowledge and support to develop a post-secondary plan. Senior workshops were provided virtually, ensuring access, and

provided an added layer of support for those students who may have missed college application and financial workshops at their local high schools. College and Career Workshops were also offered monthly and ensured students in foster care received information about the different systems of higher education in California and other post-secondary options and learned about the community college matriculation process. In addition, monthly caregiver workshops ensured that caregivers have the necessary knowledge and support to provide college and career guidance in the home. Professional development and training during monthly Executive Advisory Council meetings ensured staff working with foster youth received training, resources and support to implement AB167 and other legislative mandates. Additionally, a Virtual Professional Development series was provided to partners, ensuring that those working with foster youth have knowledge about foster youth educational rights, how to help foster youth maximize financial aid opportunities, and strategies to ensure school stability for foster youth.

Action 5.2 - Providing a variety of field trips, student workshops, paid work experience, and the annual R.I.S.E. Youth Conference as well as on-going outreach to students and parents has made and impact as can be seen in the graduation rate which increased from 61% to 69%.

Action 5.3 - The number of professional development and collaborative opportunities offered to partners and caregivers allowed local school district liaisons and other staff working with foster youth to acquire the information necessary to identify areas of concern, identify possible strategies to address concerns, and the knowledge and confidence to advocate for foster youth in the educational setting. Liaisons have the knowledge and support to ensure graduation through ongoing screening for modified graduation and ensuring partial credits and are familiar with processes and resources in Madera County to maintain school stability by preserving school of origin. This year, the county foster youth liaison conducted site visits with local school district liaisons to review local data and help set local goals for the school year, share resources and support services, answer questions, etc. Several liaisons were new to their role this year and, consequently, ensuring they receive the training and support necessary to help them support foster youth was a priority this school year. In addition, monthly Foster Executive Advisory Council meetings continued to provide a place to share best practices, offer additional opportunities for training, and provide updates and information related to legislation and other program mandates relevant to foster youth. Monthly Parent Connection Workshops on an array of topics were offered to all caregivers in Madera County. Those caregivers who attended feel that they have the capacity to meet the educational and social-emotional needs of foster youth. However, lower than expected participation rates in parent workshops continues to be an area of concern although progress has been made through collaborative efforts with the Madera County Department of Social Services. This year, case management support was re-instated at our largest school district helping to address school stability, identify students needing extra support (academic, behavioral, attendance), and ensuring that seniors receive added support in the college matriculation process and completing the Free Application for Federal Student Aid (FAFSA). Several professional development workshops were provided for stakeholders working with foster youth on trauma and its effects on behavior, academics, etc...however, providing more support to LEAs in trauma-informed practices continues to be a priority. This year, the FYSCP partnered with a local school district to pilot the Neurosequential Model in Education (NME). The county FYSCP coordinator and the district liaison will begin the training modules for NME May, 2026 and will be able to bring that information to the local school district in the upcoming school year. In addition, case management support focused on caregivers and building their capacity in trauma-informed care will also continue to be a priority.

Action 5.4 - A Madera County Interagency Agreement for Transportation (School Stability) was renewed last year. While it has provided a uniform countywide process for school placement and transportation payment responsibility, the overall school stability rate for foster youth continues to be low. More training regarding the agreement and the process will be conducted during the upcoming school year. In addition, more professional development on school stability will be provided for local educational partners and placement agencies.

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

No planned changes to goal, metrics, outcomes, or actions.

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
5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students	The FYSCP will coordinate college matriculation and free application for federal student aid (FAFSA) support workshops for seniors, coordinate quarterly post-secondary awareness workshops/guest speakers for high school students focused on the different systems of higher education and career technical education opportunities, coordinate monthly parent workshops on topics to increase foster youth advocacy and improve college/career guidance at home (i.e. AB490, Trauma Informed Strategies, Special Education, Healthy Relationships, Early College Awareness and Preparation, etc.) and ensure staff receive training, support and resources to implement AB167.	\$277,594.00	No
5.2	Coordinate county-wide career awareness and readiness activities for foster youth students	The FYSCP will coordinate the annual R.I.S.E. Youth Conference, provide backpacks and school supplies, coordinate and facilitate College and Career Awareness Workshops for middle and high school students, coordinate college/university field trips and opportunities for other student events, assist in the development and facilitation of grade level transition services, provide support for orientation meetings and support for students transitioning from elementary to middle, middle to high school, and high school to post-secondary, provide paid work experience opportunities, provide assistance for case management to identify academic and social support services (i.e. behavioral health, tutoring, academic counseling, etc.) and to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE courses (help to ensure high school youth are familiar with available courses and other support services); outreach to families will be conducted regarding college and career workshops, senior workshops, and other student events and activities; partner with	\$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Independent Living Program to facilitate financial literacy, budgeting and other independent living skills.		
5.3	Build LEA and caregiver capacity to support the social-emotional and academic needs of foster youth	The Foster Youth Coordinator will develop and provide professional development in areas relevant to Foster Youth including legislation, school stability, HS needs of Foster Youth, truancy, trauma informed care, and alternative discipline strategies (for liaisons, school staff, social workers, probation, CASA, caregivers, etc.), meet with liaisons individually two times per year to provide support, pilot the Neurosequential Model in Education (NME) in one school district, assist LEAs to provide case managers to conduct AB167 screenings, monitor attendance and academic progress, identify academic and social-emotional needs, make referrals, coordinate services, identify youth to participate in post-secondary preparation activities, etc., coordinate monthly caregiver workshops focused on various topics to help support the academic and social-emotional well-being of foster youth; Prioritize literacy for 3rd – 6th grade foster youth through increased awareness of the importance of early literacy, workshops and literacy events to provide strategies for parents; increase coordination with local Early Childhood Education programs to identify and support more children and families; increase awareness about the importance of attendance and providing positive attendance strategies for caregivers, provide support for case managing seniors and ensuring support for matriculation into post-secondary programs, connecting them with college support programs, etc.; provide social emotional support services to Foster Youth by ensuring staff have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth and ensuring connection to extra-curricular activities; provide assistance to revise policies/practices to ensure that Foster Youth experiencing school discipline have access to positive behavior supports, Restorative Justice, pupil services counseling, mental health services, and other positive behavior modification services; provide support to increase number of foster youth receiving services from Court Appointed Special Advocates (CASA) targeting early childhood-aged youth - focus on social-emotional strategies, attendance, behavior and support for caregivers on managing behavior at home; continue facilitating monthly Executive Advisory Council meetings and highlighting information relevant to foster youth including legislation, best practices, training opportunities, etc.	\$73,586.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Ensure school stability	The FYSCP and districts will ensure school stability by minimizing changes in school placement if in the best interest of the youth by providing transportation to maintain school of origin, provide educational case management to identify academic and behavioral support services (i.e. monitor attendance and behavior); continue overseeing county-wide interagency school of origin/transportation agreement and ensure partners are familiar with the agreement; meet every other month with EAC subcommittee to discuss students with very high needs and ensure social and academic needs are met to ensure school stability.	\$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Facilitate the county-wide coordination of services for the educational success of expelled youth.	Broad Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to ensure continuity of academic instruction and limit the learning loss resulting from expulsions, Madera County Superintendent of Schools will lead the process of writing and updating the Expelled Youth Plan in conjunction with school districts in Madera County. The execution of this plan will lead the coordination to develop the countywide Expelled Youth Plan to ensure the academic success of expelled youth and minimize learning loss as they transition from their home district to another school site, and back to their home district. As a result of the most recent Expelled Youth Plan, representatives from Madera County school districts agreed to meet annually to provide updates on the implementation and effectiveness of the plan to support the needs of expelled youth from every district. Every three years, the expulsion data will be reviewed and analyzed to ensure relevance of actions, take note of and rewrite the plan to reflect changing needs.

The Madera County Superintendent of Schools programs served 23 expelled youth in 2025-26.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Madera County Student Expulsion Rate	0.3% expulsion rate of students from Madera County. [2022-23 DataQuest Expulsion Rate]	0.2% expulsion rate of 74 total students from Madera County. [2023-24 DataQuest Expulsion Rate]	0.1% expulsion rate of students from Madera County. [2024-25 Data Quest Expulsion Rate]	Maintain or reduce the expulsion rate annually.	0.2% decrease in expulsion rate.
6.2	Expulsion Meetings	Meetings were held throughout 2023-24 to craft the next Expelled	Thirty-seven meetings held throughout 2024-25 with district	7 expulsion meetings were held for new students during	MCSOS will facilitate meetings throughout the year with district	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Youth Plan for Madera County. [2023-24 Local Data]	partners for offering services to expelled youth. Meetings included district administrators, parents, and students prior to enrollment. Meetings also held to assist district partners with concerns/questions for expulsion cases.	2025-2026, and 16 evaluations were conducted on current expelled youth to determine progress during expulsion periods.	partners for services to expelled youth. Meetings will include district administrators, parents, and students prior to enrollment. Meetings will also be held to assist district partners with concerns/questions for expulsion cases.	

Goal Analysis [2025-26]

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

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

Action 6.1 - 3 year Plan written in 2023-24. Plan is now the current operating plan for expelled youth in Madera County.

Action 6.2 - Meetings held throughout the year with district partners to offer services for expelled youth during the year. Meetings included district administrators, parents, and students prior to enrollment. Meetings also held to assist district partners with concerns/questions for expulsion cases. Currently, MCSOS has provided educational services to 37 students during this school year.

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

Action 6.2 - Overbudgeted. Fewer student meetings held due to fewer expelled youth from districts.

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

Action 6.1 Current Expelled Youth Plan is meeting the needs of each child and each district of Madera County. Effective.

Action 6.2 - Students, families, and districts being provided services of both an academic and consultation level. Effective.

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

No changes planned for the upcoming year to current goal and actions.

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
6.1	Triennial Meetings	MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial basis to develop this plan in collaboration with the nine districts in Madera County. The Executive Director, Career Alternative Education Services (CAES) Division, will lead the process with representatives from each of the other districts in Madera County. Annual review and monitoring of Expelled Youth Plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion. The annual review was conducted in Spring of 2024, with a new plan written and approved by the nine district Superintendents and MCSOS in May of 2024.	\$0.00	No
6.2	Expelled Youth Placement Meetings	Meetings will be held throughout the year with district partners to offer services for expelled youth during the year. Meetings will include district administrators, parents, and students prior to enrollment. The meetings will ensure that students are placed in the appropriate program to meet their unique needs. Meetings will also be held to assist district partners with concerns/questions for expulsion cases.	\$37,549.00	No

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
\$491,628	\$0

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
5.594%	0.000%	\$0.00	5.594%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Instructional Staff Professional Development Program Need: English Language Arts and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and	Weekly professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): Social emotional learning	- i-Ready Reading assessments - i-Ready Math assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more than two years below grade level in mathematics. English Learner proficiency in ELA continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. To meet the learning needs of these students, this action will be continued. The Rate of English Learner Students Making Progress toward English Proficiency, the California School Dashboard ELA Distance from Standard, and the California School Dashboard Students Graduating with a High School Diploma did not have sufficient numbers in the cohort to be reported. All instructional staff having access to high-quality professional development continued to be an identified need for increasing student achievement during the 2025-26 school year, including a weekly professional growth and development calendar that included, i-Ready curriculum and development, mathematics content and pedagogy and application skills to classroom instruction, Multi-Tiered Systems of Support (MTSS), SEL training for all	- Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners - Meeting the needs of Homeless students and Foster Youth - Multi-Tiered Support System (MTSS) - Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5. Endeavor/Voyager staff expect that this focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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
	instructional staff, and curriculum development and implementation for new online learning and Social Science curricula. Scope: LEA-wide		
1.4	Action: Low-Income Students to Make Academic Progress in Math Need: School year 2025-26 i-Ready results indicate 0% of Low-Income students are at grade level in Math and 94.73% are two or more years below grade level, and the sample size of students was too small to provide meaningful achievement data from CAASPP results. The California School Dashboard ELA Distance from Standard did not have sufficient numbers in the cohort to be reported. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. Feedback from staff Educational Partners stressed the need to continue our efforts to improve math instruction. Scope: LEA-wide	MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Since students enrolled at Endeavor/Voyager are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms. Endeavor/Voyager staff expect this action to result in improved math achievement for our Low-Income and English Learner students, as it will provide our instructional staff with an enhanced "toolkit" of math instructional strategies to meet the individual needs of each student, and to more effectively group students based on their abilities. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• i-Ready Math assessments • California School Dashboard: Math Distance from Standard

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
1.5	Action: Retain Highly Effective Teachers Through Individualized Professional Development Need: Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more than two years below grade level in mathematics. English Learner proficiency in ELA continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. To meet the learning needs of these students, this action will be continued. The Rate of English Learner Students Making Progress toward English Proficiency and the California School Dashboard ELA/Math Distance from Standard did not have sufficient numbers in the cohort to be reported. All instructional staff having access to high-quality professional development continues to be an identified need for increasing student achievement during the 2026-27 school year,	To positively affect academic achievement of Low-Income students, English Learners, and Foster Youth in ELA, math and English language proficiency, MCSOS will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Endeavor/Voyager staff expect this action to result in improved math achievement for our Low-Income and English Learner students, as it will provide our instructional staff with an enhanced "toolkit" of instructional strategies in the areas of ELA, designated English language development and math. A greater array of strategies will increase the likelihood that staff will meet the individual needs of each student. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. (Note: The action is not funded with LCFF funds. However, it demonstrates additional services and support provided to unduplicated students, which is why it is included in this section.)	• i-Ready Reading assessments • i-Ready Math assessments

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
	including a weekly professional growth and development calendar that included, i-Ready curriculum and development, mathematics content and pedagogy and application skills to classroom instruction, Multi-Tiered Systems of Support (MTSS), SEL training for all instructional staff, and curriculum development and implementation for new online learning and Social Science curricula. Scope: LEA-wide		
1.7	Action: Maintain Low Student to Teacher Ratio Need: Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more than two years below grade level in mathematics. English Learner proficiency in ELA continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. To meet the	Student to teacher ratio should be 16:1, but during the 2025-26 school year, Endeavor/Voyager student to teacher ration will be maintained below 10:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. As a result, we expect that students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teacher allows students to benefit from increased, in-person course offerings. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• i-Ready Reading assessments • i-Ready Math assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning needs of these students, this action will be continued. The Rate of English Learner Students Making Progress toward English Proficiency and the California School Dashboard ELA/Math Distance from Standard did not have sufficient numbers in the cohort to be reported. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. The i-Ready data and reclassification rate demonstrate the need to provide students with that additional support. Scope: LEA-wide		
1.10	Action: i-Ready Assessments for Grade Level Proficiency Need: Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more	Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. Teachers will use formative i-Ready math assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready math lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state	• i-Ready Reading assessments • i-Ready Math assessments

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
	than two years below grade level in mathematics. Since the enrollment at Endeavor/Voyager is very small, California School Dashboard data is not available, as very few enrolled students are required to take state summative assessments for grades, 7, 8, and 11, so the California School Dashboard ELA/Math Distance from Standard did not have sufficient numbers in the cohort to be reported. To better address the unique academic needs of low income, English learner, and foster youth students, we need to be able to track student data. Therefore, MCSOS has invested in the i-Ready assessment system to conduct local assessments and monitor students' progress. Scope: LEA-wide	assessments is contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis. Endeavor/Voyager staff expect to see growth in ELA and Math assessment results from the action. Aside from providing data on current grade level and subskill strengths and identifying areas of growth, i-Ready also assigns individualized prescriptive lessons to support each student's progress toward grade-level proficiency. To this point, i-Ready allows for actionable feedback to both student and teacher about skill development needing greater intervention and reteaching while the student is enrolled in either program. Should the student be enrolled long enough, there will be a second diagnostic assessment that will allow for growth comparisons as a result of instruction. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
1.11	Action: Increase Students Completing CTE Courses Need: After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, this data based on the needs of incarcerated youth, who do not have the same access to elective courses as non-incarcerated youth. To support these students, an Intro to welding class was provided using several virtual welders to create a real-life welding scenario in a safe environment.	To provide Low-Income students with access to an in-person CTE elective course, a teacher will provide weekly instruction. An Introduction to Welding course will be continued with virtual welders to create a virtual welding scenario in a safe environment. Student interest in welding will increase student enrollment in CTE courses upon release to their home districts. Endeavor/Voyager staff expect this action to increase the number of students completing this CTE course because of its availability and that it	• Number of Students completing credit in a Career Technical Education (CTE) Class • Access to a Broad Course of Study

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
	19 students students completed credit in a Career Technical Education (CTE) Class All students had access to a broad course of study within the parameters of the school setting. Scope: LEA-wide	offers an introductory course to a trade after high school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
1.14	Action: Provide Credit Recovery Options for Low-Income Students Need: Endeavor/Voyager students come from various districts within Madera County and other counties as well. Furthermore, assessments conducted when students enroll indicate that, in most cases, Low-Income, English Learner, and Foster Youth students are significantly credit deficient. Because of the small size of the cohort, there are no Dashboard data reported for academic performance or academic engagement. Our experience has shown that due to the credit deficiencies and frequent erratic attendance of our students prior to enrolling at Endeavor/Voyager, they are in need of opportunities to accelerate completion of A-G and/or CTE classes along with credit recovery. Scope:	To help students recover credits needed to fulfill graduation requirements, online platforms such as Edgenuity will be part of the educational program. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants will also be able to provide additional student support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner to districts of residence. We expect this action to increase the number of students who are prepared to graduate from their schools of residence having completed the A-G requirements and/or a CTE pathway. In order to maximize its impact in increasing academic and academic engagement outcomes for all students, this action is being provided on an LEA-wide basis.	Number of Students completing credit in a Career Technical Education (CTE) Class Average number of credits earned by credit-deficient 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
	LEA-wide		
2.1	Action: Increase Student Attendance Rates Need: Students in Endeavor/Voyager have historically high levels of truancy and academic struggles while in their districts of residence. Although students are incarcerated, they do have the option to not attend class. The 2025 California School Dashboard Chronic Absenteeism rate was 1.7%, an improvement from the prior year. Endeavor/Voyager students earned an attendance rate of 99.7%. Additionally, 97% of students responding to surveys reported that they felt safe at school, and 94.7% felt connected. The above data indicate that monthly Treatment Team meetings with corrections staff to learn of issues and discuss supports for students who are struggling with incarceration have been effective and need to be continued to maintain the positive results. Scope: Schoolwide	All teachers will create a positive learning environment to encourage students to attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and potential available support for students who are struggling with incarceration, which can impact school attendance. Staff members will provide students with incentives for excellent attendance. Because this action provides significant support and encouragement through counseling and incentives, Endeavor/Voyager staff expect to maintain very high attendance rates. Endeavor/Voyager staff also expects to maintain high percentages of students who feel safe at and connected to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School
2.3	Action: Increase Student Participation Need:	Extended learning opportunities, including field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field	• Number of Annual Presentations to Students • Percentage of 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
	After assessing the needs, conditions, and circumstances of Endeavor/Voyager Low-Income students, we found that they have had the least access to enrichment outside the school environment in their districts of residence. This is truly an equity issue. Most have never been out of the Central Valley, never seen the ocean or mountains, never visited a museum or art gallery, or experienced the activities that foster social interaction and enhance engagement in school. Nine presentations were made to students on an array of topics including: How to Be Successful in High School, Post Secondary Options, Financial Aid and Credit, Community College/Vocational Programs Overview, Understanding and Managing Stress, Transition Planning, Career Interests and Career Exploration and Budgeting. 100% of Students are participating in Learning Opportunities Outside of the Classroom In the 2026 surveys, 97% of the students who responded reported that they felt safe at school, and 94.7% felt connected. The above data indicate that the extended learning opportunities, including field trips and guest presentations have been effective and need to be continued to maintain the positive results. Scope:	trip destinations now allow for virtual access, which can also contribute to learning goals. Endeavor/Voyager staff expect the activities in this action to further engage our Low-Income students and English Learners in positive experiences and interactions with their peers that maintain high percentages of students who feel safe at and connected to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	Participating in Learning Opportunities Outside of the Classroom • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.6	Action: Positive Student Recognition Program Need: The 2025 California School Dashboard Chronic Absenteeism rate was 1.7%, an improvement from the prior year. Endeavor/Voyager students earned an attendance rate of 99.7%. Additionally, 97% of students responding to surveys reported that they felt safe at school, and 94.7% felt connected. The above data indicate that monthly Treatment Team meetings with corrections staff to learn of issues and discuss supports for students who are struggling with incarceration have been effective and need to be continued to maintain the positive results. Student referrals for counseling services continue to be high, and these ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of incarcerated youth. Scope: Schoolwide	Endeavor/Voyager administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well. Endeavor/Voyager staff expect the activities in this action to further engage our Low-Income students and English Learners in positive experiences that maintain high percentages of students who feel connected to school. Because this action provides significant support and encouragement through recognition and incentives, Endeavor/Voyager staff expects to maintain very high attendance rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School
3.1	Action: Promote School Communication Need: 100% of parents of Low Income students are in contact with teachers via phone calls and	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so parents of	• Percentage of Low-Income Parents Using ParentSquare to Communicate with the School

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	100% via ParentSquare texting feature. 100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. 100% of teachers were provided access to PowerSchool to log entries in 2025-26. A survey of family Educational Partners found that 94% of parents of Low-Income students and English Learners agreed that their child's school uses ParentSquare to provide accessible two-way communication with families. The above data demonstrate that ParentSquare has improved communication between school and families, and needs to be continued to maintain that success. Scope: LEA-wide	English Learner students are kept equally informed of school news and events. Endeavor/Voyager staff expects this action to continue the 100% participation of Parents in communication through ParentSquare. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- Percentage of Parents of English Learners Using ParentSquare to Communicate with the School - Percentage of Teachers Making ParentSquare Log Entries
3.3	Action: Increase Parent/Guardian Involvement and Attendance at School Functions Need: Endeavor/Voyager programs had approximately 58 parents attend school events during school year 2025-2026. A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low.	Endeavor/Voyager staff will Increase parent participation at school events and informational meetings to support identified needs of families. The Voyager program hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.	- Number of Parents Attending School Events

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	Scope: LEA-wide	Endeavor/Voyager staff expect this action to increase the participation of parents and families in school events as it will target personal invitations and provide transportation to attend events and to participate in advisory committees. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
3.5	Action: Increase Educational Partner Input and Participation Need: Endeavor/Voyager programs had approximately 15 parents attend school meetings during school year 2025-2026. A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low. Scope: LEA-wide	The Program Director will work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, including the Parent Advisory Council (PAC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County. Endeavor/Voyager staff expect this action to increase the participation of parents and families in advisory committees as the accommodations negotiated with correctional staff will make it possible for parents to attend meetings on campus rather than off-site. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- Number of Parents Attending Endeavor/Voyager Parent Meetings
3.6	Action: Foster Youth and Homeless Students	Coordinate monthly workshops to inform caregivers about the unique needs of Foster and	Percentage of caregivers of CAES foster youth

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	Need: A survey of local conditions led to the discovery that, currently, no parents of Foster Youth use Parent Square to receive and respond to communications from MCSOS staff. This finding showed a need to promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff. As of April, 2026, 100% of foster and homeless families are signed up for ParentSquare and are able to receive and send communication with school personnel. As of April 2026, 22% of foster youth caregivers participated in monthly Parent Connection workshops highlighting an array of topics to help caregivers advocate for youth including: Foster/Homeless Youth Education Rights, School Technology Platforms, Strategies for Supporting the Academic Success of Your Child, Suicide Awareness & Prevention, Behavioral Effects of Trauma, Special Education Process, and Literacy Strategies at Home. These data show that the need has been successfully addressed by the implementation of this action and that it needs to be continued to maintain that success. Scope:	Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. Promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff. Using ParentSquare to communicate specifically with CAES foster youth caregivers and homeless education parents will continue in the 2026-27 school year. Endeavor/Voyager staff expect this action to increase the communication and connectedness between parents and foster/homeless education staff because it will specifically target CAES foster youth caregivers and homeless education parents. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. (Note: The action is not funded with LCFF funds. However, it demonstrates additional services and support provided to unduplicated students, which is why it is included in this section.)	using ParentSquare to communicate with Foster Youth/Homeless Education staff Percentage of Foster Youth Caregiver Participation in Monthly Workshops

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

MCSOS does not receive the 15% Concentration Grant add-on.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$8,788,984	491,628	5.594%	0.000%	5.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$904,980.00	\$563,459.00	\$133,781.00	\$178,694.00	\$1,780,914.00	\$1,475,203.00	\$305,711.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA	All	No			All Schools	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.2	Support Students with IEPs	Students with Disabilities	No			All Schools	ongoing	\$76,190.00	\$600.00	\$76,790.00	\$0.00			\$76,790.00	
1	1.3	Instructional Staff Professional Development Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$0.00	\$800.00	\$800.00				\$800.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$2,758.00	\$1,000.00			\$1,758.00	\$2,758.00	
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	All	No			All Schools	ongoing	\$235,155.00	\$700.00	\$211,006.00			\$24,849.00	\$235,855.00	
1	1.7	Maintain Low Student to Teacher Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$453,199.00	\$1,400.00	\$388,229.00			\$66,370.00	\$454,599.00	
1	1.8	English Learner Support	English Learners	No			All Schools	ongoing	\$20,214.00	\$250.00				\$20,464.00	\$20,464.00	
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	All	No			All Schools	ongoing	\$65,253.00	\$0.00				\$65,253.00	\$65,253.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	i-Ready Assessments for Grade Level Proficiency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$4,800.00	\$4,800.00				\$4,800.00	
1	1.11	Increase Students Completing CTE Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$22,999.00	\$37,000.00	\$59,999.00				\$59,999.00	
1	1.12	Academic and Social Emotional Counseling for At-Promise Students	All	No				ongoing	\$54,707.00	\$500.00	\$55,207.00				\$55,207.00	
1	1.13	Create Individual Progress Plans and Career Assessment Surveys	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.14	Provide Credit Recovery Options for Low-Income Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$30,600.00	\$30,600.00				\$30,600.00	
1	1.15	Access to a Broad Course of Study for Low-Income Students	All	No			All Schools	ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.16	Academic Supports for Students at Gould Education Center	Students with Disabilities Hispanic and English Learners	No			Specific Schools: Gould Education Center	ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
1	1.17	Support Students Toward Graduation	All	No			Specific Schools: Endeavor/Voyager		\$89,493.00	\$0.00		\$89,493.00			\$89,493.00	
1	1.18	Physical Therapist Assistance	All Students with Disabilities	No			Specific Schools: Gould Education Center		\$0.00	\$26,450.00		\$26,450.00			\$26,450.00	
2	2.1	Increase Student Attendance Rates	Low Income	Yes	School wide	Low Income	All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.2	Counseling Presentations	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Increase Student Participation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

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
2	2.4	Behavioral Health Interventions and Support Services	All	No			All Schools	ongoing	\$17,100.00	\$0.00	\$17,100.00				\$17,100.00	
2	2.5	Suspension Rates	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Positive Student Recognition Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.7	Climate Survey Responses	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Promote School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,200.00	\$1,200.00				\$1,200.00	
3	3.2	Promote Participation of Families of English Learners	English Learners	No			All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.4	Maintain High Level of Home-School Communication	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Increase Educational Partner Input and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.6	Foster Youth and Homeless Students	Foster Youth	No			All Schools	ongoing	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
4	4.1	Math Support Teacher	All	No			All Schools	ongoing	\$158,117.00	\$700.00	\$700.00	\$158,117.00			\$158,817.00	
5	5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students	All Foster Youth	No			All Schools	ongoing	\$245,227.00	\$32,367.00		\$143,813.00	\$133,781.00		\$277,594.00	
5	5.2	Coordinate county-wide career awareness and readiness activities for foster youth students	All Foster Youth	No			All Schools	ongoing	\$0.00	\$26,000.00		\$26,000.00			\$26,000.00	
5	5.3	Build LEA and caregiver capacity to support the social-emotional and	All Foster Youth	No			All Schools	ongoing	\$0.00	\$73,586.00		\$73,586.00			\$73,586.00	

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
		academic needs of foster youth														
5	5.4	Ensure school stability	All Foster Youth	No			All Schools	ongoing	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
6	6.1	Triennial Meetings	All Expelled Youth	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
6	6.2	Expelled Youth Placement Meetings	All Expelled Youth	No			All Schools	ongoing	\$37,549.00	\$0.00	\$37,549.00				\$37,549.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$8,788,984	491,628	5.594%	0.000%	5.594%	\$492,628.00	0.000%	5.605 %	Total:	\$492,628.00
								LEA-wide Total:	\$489,128.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$3,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Instructional Staff Professional Development Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	LEA-wide	Low Income	All Schools	\$800.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.7	Maintain Low Student to Teacher Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$388,229.00	
1	1.10	i-Ready Assessments for Grade Level Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,800.00	
1	1.11	Increase Students Completing CTE Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,999.00	

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	1.14	Provide Credit Recovery Options for Low-Income Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$30,600.00	
2	2.1	Increase Student Attendance Rates	Yes	Schoolwide	Low Income	All Schools	\$1,500.00	
2	2.3	Increase Student Participation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.6	Positive Student Recognition Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.1	Promote School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.5	Increase Educational Partner Input and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,735,767.00	\$1,729,278.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide Standards-Aligned Curriculum to All Students	No	\$10,000.00	191
		Improve Low-Income Students' Achievement in Math and ELA			
1	1.2	Support Students with IEPs	No	\$26,317.00	75,570
1	1.3	Instructional Staff Professional Development Program	Yes	\$1,500.00	825
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	\$800.00	800
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Yes	\$2,800.00	2,595
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	No	\$236,081.00	287,127
1	1.7	Maintain Low Student to Teacher Ratio	Yes	\$421,279.00	386,876
1	1.8	English Learner Support	No	\$20,293.00	19,906
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	No	\$63,727.00	64,884
1	1.10	i-Ready Assessments for Grade Level Proficiency	Yes	\$4,800.00	2,300

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Increase Students Completing CTE Courses	Yes	\$58,425.00	111,650
1	1.12	Academic and Social Emotional Counseling for At-Promise Students	No	\$54,897.00	52,909
1	1.13	Create Individual Progress Plans and Career Assessment Surveys	No	\$300.00	0
1	1.14	Provide Credit Recovery Options for Low-Income Students	No	\$30,600.00	30,600
1	1.15	Access to a Broad Course of Study for Low-Income Students	No	\$2,500.00	66,960
1	1.16	Academic Supports for Students at Gould Education Center	No	\$20,000.00	38,700
1	1.17	Support Students Toward Graduation	No	\$166,385.00	40,393
2	2.1	Increase Student Attendance Rates	Yes	\$1,200.00	1,675
2	2.2	Counseling Presentations	No	\$0.00	200
2	2.3	Increase Student Participation	Yes	\$1,000.00	365
2	2.4	Behavioral Health Interventions and Support Services	No	\$17,100.00	22,325
2	2.5	Suspension Rates	No	\$0.00	161
2	2.6	Positive Student Recognition Program	Yes	\$1,000.00	454

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)
2	2.7	Climate Survey Responses	No	\$0.00	0
3	3.1	Promote School Communication	Yes	\$1,200.00	601
3	3.2	Promote Participation of Families of English Learners	No	\$1,500.00	412
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Yes	\$500.00	0
3	3.4	Maintain High Level of Home-School Communication	No	\$0.00	0
3	3.5	Increase Educational Partner Input and Participation	Yes	\$500.00	90
3	3.6	Foster Youth and Homeless Students	Yes	\$1,000.00	1,207
4	4.1	Math Support Teacher	No	\$155,261.00	155,062
5	5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students	No	\$273,216.00	250,148
5	5.2	Coordinate county-wide career awareness and readiness activities for foster youth students	No	\$26,000.00	23,452
5	5.3	Build LEA and caregiver capacity to support the social-emotional and academic needs of foster youth	No	\$73,586.00	50,676
5	5.4	Ensure school stability	No	\$25,000.00	10,050
6	6.1	Triennial Meetings	No	\$0.00	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)
6	6.2	Expelled Youth Placement Meetings	No	\$37,000.00	30,114

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)
\$365,513	\$449,318.00	\$509,438.00	(\$60,120.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Instructional Staff Professional Development Program	Yes	\$1,500.00	825		
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	\$800.00	800		
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Yes	2800	2595		
1	1.7	Maintain Low Student to Teacher Ratio	Yes	\$375,593.00	386,876		
1	1.10	i-Ready Assessments for Grade Level Proficiency	Yes	\$4,800.00	2300		
1	1.11	Increase Students Completing CTE Courses	Yes	\$58,425.00	111650		
2	2.1	Increase Student Attendance Rates	Yes	\$1,200.00	1675		
2	2.3	Increase Student Participation	Yes	\$1,000.00	365		
2	2.6	Positive Student Recognition Program	Yes	\$1,000.00	454		
3	3.1	Promote School Communication	Yes	\$1,200.00	601		
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Yes	\$500.00	00		
3	3.5	Increase Educational Partner Input and Participation	Yes	\$500.00	90		

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)
3	3.6	Foster Youth and Homeless Students	Yes		1207		

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)
\$8,425,751	\$365,513	1.155%	5.493%	\$509,438.00	0.000%	6.046%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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)**

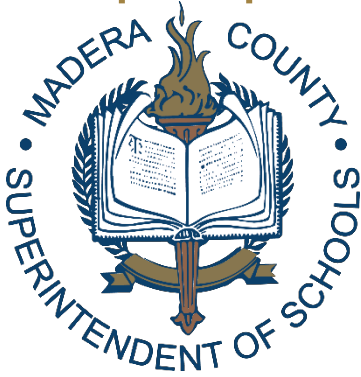
- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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).

California Department of Education
November 2024



Agenda Item 8.6

Board of Education Consideration Approval of 2026-2027 Budget For Madera County Superintendent of Schools (MCSOS) June 16, 2026

Topic:

Consideration of Approval of 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS).

Background:

The attached Madera County Superintendent of School's Proposed Budget for the 2026-2027 school year, drawing from the Governor's May Revision Budget information, is based upon the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) & applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. 2.87% applied to some categoricals, including Special Education, Foster Youth, etc.
 - c. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA):
 - a. 41.07 for Juvenile Hall (2024-25 Annual ADA)
 - b. 312.89 for Special Education (2025-26 P-2 ADA).
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% (approximately \$47,513 decrease) for the 2026-2027 year, increase to 26.80% in the 2027-2028 year (approximately \$46,793 increase) and

25.90% in the 2028-2029 year (decreasing by approximately \$104,335).

5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Early Childhood Education funding is budgeted at the same current year amounts for California State Preschool Program (CSPP), General Child Care (CCTR) and other programs. Standard Reimbursement Rate for CSPP/CCTR programs are also budgeted to remain flat.
7. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals. Additional staff development is envisioned to support students from lower income households, English Learners, and Foster & Homeless youth.
8. The budget as it now stands reflects an increase to the ending Unrestricted General Fund balance of \$785,877 and a decrease of \$1,316,734 in Restricted General Fund balance. This brings the overall General Fund balance to a net decrease of \$530,857.
9. Ed Code 42127 requires that the minimum recommended reserve for economic uncertainties be identified along with amounts above the minimum and the assigned and unassigned ending balances which are included in the budget document. The required reserve for uncertainty represents only a few weeks of payroll. The Government Finance Officers Association recommends reserving an amount equal to or not less than two months of general fund operating expenditures, or 17% of general fund expenditures and other financing uses. MCSOS is budgeted to end the 26-27 year with a 19.30% Unrestricted Ending Fund Balance. 17% is reserved for economic uncertainties, and 2.30% is unassigned. Receipt of one-time funds has allowed us to increase the reserve to this level. The Department of Finance cautions that the out-years may see budget reductions and a need to dip into reserves.

The state budget continues to face uncertainty and heightened fiscal risk, which may affect both revenues and expenditures. LEAs must navigate short- and long-term challenges, including volatility in the state revenue forecast, declining enrollment and attendance trends, and ongoing inflationary pressures including pension rate increases, and the expiration of one-time funds. Legislative leadership and the Governor will be working out a plan to move forward with for next year. If significant assumption changes are made, it may require a 45-day budget revision. More information will be available once the State Budget is enacted.

Financial Impact:

Outlined above.

Resource:

Marisol Verduzco

Chief Officer

Business & Administrative Services

Recommendation:

It is recommended the Board approve the 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS).

Madera County Superintendent of Schools

2026-2027 Budget & Estimated Actuals for 2025-2026

	2025-2026 Estimated Actuals			2026-2027 Budget			
	2025-2026	2025-2026	2025-2026	2026-2027	2026-2027	2026-2027	Percent
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Difference
Revenues							
LCFF Sources	10,830,727.00	8,663,172.00	\$ 19,493,899.00	10,920,149.00	8,937,093.00	\$ 19,857,242.00	1.9%
Federal Revenue	0.00	7,598,312.00	\$ 7,598,312.00	0.00	6,370,422.00	\$ 6,370,422.00	-16.2%
Other State Revenue	1,055,877.00	14,855,851.00	\$ 15,911,728.00	1,058,291.00	23,345,698.00	\$ 24,403,989.00	53.4%
Other Local Revenue	5,201,773.00	16,315,035.00	\$ 21,516,808.00	5,249,880.00	16,825,782.00	\$ 22,075,662.00	2.6%
Total Revenues	\$ 17,088,377.00	\$ 47,432,370.00	\$ 64,520,747.00	\$ 17,228,320.00	\$ 55,478,995.00	\$ 72,707,315.00	12.7%
Expenditures							
Certificated Salaries	2,427,284.00	10,263,927.00	\$ 12,691,211.00	2,844,909.00	11,186,951.00	\$ 14,031,860.00	10.6%
Classified Salaries	5,198,598.00	10,672,305.00	\$ 15,870,903.00	5,748,651.00	11,843,248.00	\$ 17,591,899.00	10.8%
Employee Benefits	3,436,055.00	9,852,270.00	\$ 13,288,325.00	3,824,940.00	10,858,039.00	\$ 14,682,979.00	10.5%
Books and Supplies	793,045.00	2,265,485.00	\$ 3,058,530.00	790,545.00	1,772,518.00	\$ 2,563,063.00	-16.2%
Services and Other Operating Exp	813,108.00	15,359,121.00	\$ 16,172,229.00	871,246.00	12,603,619.00	\$ 13,474,865.00	-16.7%
Capital Outlay	4,437,171.00	6,588,477.00	\$ 11,025,648.00	1,700,786.00	5,714,019.00	\$ 7,414,805.00	-32.7%
Other Outgo excluding Indirect Costs	2,417,672.00	627,198.00	\$ 3,044,870.00	2,143,409.00	414,891.00	\$ 2,558,300.00	-16.0%
Other Outgo - Transfers of Indirect Costs	-4,817,894.00	4,278,196.00	\$ (539,698.00)	-4,758,510.00	4,178,911.00	\$ (579,599.00)	7.4%
Total Expenditures	\$ 14,705,039.00	\$ 59,906,979.00	\$ 74,612,018.00	\$ 13,165,976.00	\$ 58,572,196.00	\$ 71,738,172.00	-3.9%
Excess (Deficiency) of Revenues over Expenditures before Financing Sources and Uses	\$ 2,383,338.00	\$ (12,474,609.00)	\$ (10,091,271.00)	\$ 4,062,344.00	\$ (3,093,201.00)	\$ 969,143.00	-109.6%
Other Financing Sources/Uses							
Interfund Transfers In			\$ -			\$ -	0.0%
Interfund Transfer Out	1,500,000.00	0.00	\$ 1,500,000.00	1,500,000.00	0.00	\$ 1,500,000.00	0.0%
Other Sources	323,385.00	143,793.00	\$ 467,178.00	0.00	0.00	\$ -	-100.0%
Other Uses			\$ -			\$ -	0.0%
Contributions	-1,767,068.00	1,767,068.00	\$ -	-1,776,467.00	1,776,467.00	\$ -	0.0%
Total Other Financing Sources/Uses	\$ (2,943,683.00)	\$ 1,910,861.00	\$ (1,032,822.00)	\$ (3,276,467.00)	\$ 1,776,467.00	\$ (1,500,000.00)	45.2%
Net Increase (Decrease) in Fund Balance	\$ (560,345.00)	\$ (10,563,748.00)	\$ (11,124,093.00)	\$ 785,877.00	\$ (1,316,734.00)	\$ (530,857.00)	-95.2%

Madera County Superintendent of Schools

2026-2027 Budget & Estimated Actuals for 2025-2026

2025-2026 Estimated Actuals		
2025-2026	2025-2026	2025-2026
Unrestricted	Restricted	Total

2026-2027 Budget			
2026-2027	2026-2027	2026-2027	Percent
Unrestricted	Restricted	Total	Difference

Beginning Balance	24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	\$ 55,946,653.00	-16.6%
Audit Adjustments			0			\$ -	0.0%
As of July 1 - Audited	\$ 24,268,257.00	\$ 42,802,489.00	\$ 67,070,746.00	\$ 23,707,912.00	\$ 32,238,741.00	\$ 55,946,653.00	-16.6%
Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Adjusted Beginning Balance	\$ 24,268,257.00	\$ 42,802,489.00	\$ 67,070,746.00	\$ 23,707,912.00	\$ 32,238,741.00	\$ 55,946,653.00	-16.6%
Ending Balance	\$ 23,707,912.00	\$ 32,238,741.00	\$ 55,946,653.00	\$ 24,493,789.00	\$ 30,922,007.00	\$ 55,415,796.00	-0.9%

Components fo Ending Fund Balance

Nonspendable Revolving Cash	2,130.00	0.00	2,130.00	2,130.00	0.00	2,130.00	0.0%
Stores	3,442.03	0.00	3,442.03	3,442.03	0.00	3,442.03	0.0%
Prepaid Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All others	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Restricted	0.00	32,238,741.00	32,238,741.00	0.00	30,922,007.00	30,922,007.00	-4.1%
Committed - Stabilization	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Assigned

Other Assignments	6,603,066.00	0.00	6,603,066.00	10,354,578.00	0.00	10,354,578.00	56.8%
LCAP Oversight	75,105.00	0.00	75,105.00	100,000.00	0.00	100,000.00	33.1%
Differentiated Assistance	2,820,562.00	0.00	2,820,562.00	2,756,609.00	0.00	2,756,609.00	-2.3%
Alt Ed Supplement & Concen Funds	207,399.00	0.00	207,399.00	247,969.00	0.00	247,969.00	19.6%
Deferred Maintenance	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
Community Resource Center	2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
Early Learning Expansion Project	0.00	0.00	0.00	3,750,000.00	0.00	3,750,000.00	0.0%

Unassigned/Unappropriated

Reserve for Ecomonic Uncertainty	14,461,283.42	0.00	14,461,283.42	12,450,489.24	0.00	12,450,489.24	-13.9%
Unassigned/Unappropriated Amount	2,637,990.55	0.00	2,637,990.55	1,683,149.73	0.00	1,683,149.73	-36.2%

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Adoption Date: June 16, 2026

Place: 1105 S. Madera Ave. Madera
CA 93637

Signed:

Date: June 9, 2026

Clerk/Secretary of the County Board

Time: 3:30 PM

(Original signature required)

Printed Name: Tricia Protzman

Title: Superintendent of Schools

Contact person for additional information on the budget reports:

Name: Annie Arounsack

Title: Director, Business Services

Telephone: 559.662.6231

E-mail: aarounsack@mcsos.org

To update our mailing database, please complete the following:

Superintendent's
Name: Tricia Protzman

Chief Business
Official's Name: Marisol Verduzco

CBO's Title: Chief Business &
Administrative Services Officer

CBO's
Telephone: 559.662.6229

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.	X	
1b	ADA - County Programs	Projected funded ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		X
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.		X
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		X
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?	X	
		If yes, are they lifetime benefits?	n/a	
		If yes, do benefits continue beyond age 65?	n/a	
		If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		- Certificated? (Section S8A, Line 1) - Classified? (Section S8B, Line 1)		X
		Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		Adoption date of the LCAP or an update to the LCAP	06/16/2026	
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	

A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a county office of education (COE) is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the COE for the cost of those claims.

To the Superintendent of Public Instruction:

- ☐ This COE is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):
- Total liabilities actuarially determined: \$ _____
 - Less: Amount of total liabilities reserved in budget: \$ _____
 - Estimated accrued but unfunded liabilities: \$ _____ 0.00
- ☐ This COE is self-insured for workers' compensation claims through the joint powers agency identified below:
-
- ☒ This COE is not self-insured for workers' compensation claims.

Signature (Original signature required)

_____ Signature of Clerk/Secretary of the Governing Board	06/16/2026 Date of Meeting (Format: MM/DD/YYYY)
Tricia Protzman Printed Name	Superintendent of Schools Title

For additional information on this certification, please contact:

Annie Arounsack Name	Director, Business Services Title
aarounsack@mcsos.org Email	(559) 662-6231 Telephone

			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	10,830,727.00	8,663,172.00	19,493,899.00	10,920,149.00	8,937,093.00	19,857,242.00	1.9%
2) Federal Revenue		8100-8299	0.00	7,598,312.00	7,598,312.00	0.00	6,370,422.00	6,370,422.00	-16.2%
3) Other State Revenue		8300-8599	1,055,877.00	14,855,851.00	15,911,728.00	1,058,291.00	23,345,698.00	24,403,989.00	53.4%
4) Other Local Revenue		8600-8799	5,201,773.00	16,315,035.00	21,516,808.00	5,249,880.00	16,825,782.00	22,075,662.00	2.6%
5) TOTAL, REVENUES			17,088,377.00	47,432,370.00	64,520,747.00	17,228,320.00	55,478,995.00	72,707,315.00	12.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,427,284.00	10,263,927.00	12,691,211.00	2,844,909.00	11,186,951.00	14,031,860.00	10.6%
2) Classified Salaries		2000-2999	5,198,598.00	10,672,305.00	15,870,903.00	5,748,651.00	11,843,248.00	17,591,899.00	10.8%
3) Employee Benefits		3000-3999	3,436,055.00	9,852,270.00	13,288,325.00	3,824,940.00	10,858,039.00	14,682,979.00	10.5%
4) Books and Supplies		4000-4999	793,045.00	2,265,485.00	3,058,530.00	790,545.00	1,772,518.00	2,563,063.00	-16.2%
5) Services and Other Operating Expenditures		5000-5999	813,108.00	15,359,121.00	16,172,229.00	871,246.00	12,603,619.00	13,474,865.00	-16.7%
6) Capital Outlay		6000-6999	4,437,171.00	6,588,477.00	11,025,648.00	1,700,786.00	5,714,019.00	7,414,805.00	-32.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,417,672.00	627,198.00	3,044,870.00	2,143,409.00	414,891.00	2,558,300.00	-16.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(4,817,894.00)	4,278,196.00	(539,698.00)	(4,758,510.00)	4,178,911.00	(579,599.00)	7.4%
9) TOTAL, EXPENDITURES			14,705,039.00	59,906,979.00	74,612,018.00	13,165,976.00	58,572,196.00	71,738,172.00	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,383,338.00	(12,474,609.00)	(10,091,271.00)	4,062,344.00	(3,093,201.00)	969,143.00	-109.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	323,385.00	143,793.00	467,178.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,767,068.00)	1,767,068.00	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,943,683.00)	1,910,861.00	(1,032,822.00)	(3,276,467.00)	1,776,467.00	(1,500,000.00)	45.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(560,345.00)	(10,563,748.00)	(11,124,093.00)	785,877.00	(1,316,734.00)	(530,857.00)	-95.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	55,946,653.00	-16.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	55,946,653.00	-16.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	55,946,653.00	-16.6%
2) Ending Balance, June 30 (E + F1e)			23,707,912.00	32,238,741.00	55,946,653.00	24,493,789.00	30,922,007.00	55,415,796.00	-0.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	2,130.00	0.00	2,130.00	0.0%
Stores		9712	3,442.03	0.00	3,442.03	3,442.03	0.00	3,442.03	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	32,238,741.00	32,238,741.00	0.00	30,922,007.00	30,922,007.00	-4.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	6,603,066.00	0.00	6,603,066.00	10,354,578.00	0.00	10,354,578.00	56.8%
LCAP Oversight	0000	9780	75,105.00		75,105.00			0.00	
Differentiated Assistance	0000	9780	2,820,562.00		2,820,562.00			0.00	
Alternative Education Supplemental & Concentration Funds	0000	9780	207,399.00		207,399.00			0.00	
Deferred Maintenance	0000	9780	1,000,000.00		1,000,000.00			0.00	
Community Resource Center Project	0000	9780	2,500,000.00		2,500,000.00			0.00	
LCAP Oversight	0000	9780			0.00	100,000.00		100,000.00	
Differentiated Assistance	0000	9780			0.00	2,756,609.00		2,756,609.00	
Alternative Education Supplemental & Concentration Funds	0000	9780			0.00	247,969.00		247,969.00	
Deferred Maintenance	0000	9780			0.00	1,000,000.00		1,000,000.00	
Community Resource Center Project	0000	9780			0.00	2,500,000.00		2,500,000.00	
Early Learning Expansion Project	0000	9780			0.00	3,750,000.00		3,750,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	14,461,283.42	0.00	14,461,283.42	12,450,489.24	0.00	12,450,489.24	-13.9%
Unassigned/Unappropriated Amount		9790	2,637,990.55	0.00	2,637,990.55	1,683,149.73	0.00	1,683,149.73	-36.2%
G. ASSETS									

DescriptionResource CodesObject Codes			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	5,922,289.00	0.00	5,922,289.00	5,856,853.00	0.00	5,856,853.00	-1.1%
Education Protection Account State Aid - Current Year		8012	10,782.00	0.00	10,782.00	10,782.00	0.00	10,782.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	73,025.00	0.00	73,025.00	73,025.00	0.00	73,025.00	0.0%
Timber Yield Tax		8022	65.00	0.00	65.00	115.00	0.00	115.00	76.9%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	12,366,710.00	0.00	12,366,710.00	12,368,293.00	0.00	12,368,293.00	0.0%
Unsecured Roll Taxes		8042	674,182.00	0.00	674,182.00	674,163.00	0.00	674,163.00	0.0%
Prior Years' Taxes		8043	26,248.00	0.00	26,248.00	40,159.00	0.00	40,159.00	53.0%
Supplemental Taxes		8044	365,365.00	0.00	365,365.00	365,365.00	0.00	365,365.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	55,233.00	0.00	55,233.00	468,487.00	0.00	468,487.00	748.2%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			19,493,899.00	0.00	19,493,899.00	19,857,242.00	0.00	19,857,242.00	1.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	10,782.00		10,782.00	10,782.00		10,782.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	(10,782.00)	0.00	(10,782.00)	(10,782.00)	0.00	(10,782.00)	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(8,663,172.00)	8,663,172.00	0.00	(8,937,093.00)	8,937,093.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,830,727.00	8,663,172.00	19,493,899.00	10,920,149.00	8,937,093.00	19,857,242.00	1.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

DescriptionResource CodesObject Codes			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Special Education Entitlement		8181	0.00	4,557,776.00	4,557,776.00	0.00	4,557,776.00	4,557,776.00	0.0%
Special Education Discretionary Grants		8182	0.00	225,553.00	225,553.00	0.00	222,967.00	222,967.00	-1.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		346,135.00	346,135.00		330,240.00	330,240.00	-4.6%
Title I, Part D, Local Delinquent Programs	3025	8290		201,858.00	201,858.00		217,072.00	217,072.00	7.5%
Title II, Part A, Supporting Effective Instruction	4035	8290		23,787.00	23,787.00		13,335.00	13,335.00	-43.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4204, 5630	8290		1,993,203.00	1,993,203.00		779,032.00	779,032.00	-60.9%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	250,000.00	250,000.00	0.00	250,000.00	250,000.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	7,598,312.00	7,598,312.00	0.00	6,370,422.00	6,370,422.00	-16.2%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		10,399,232.00	10,399,232.00		18,236,522.00	18,236,522.00	75.4%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	1,341,699.00	1,341,699.00	0.00	1,341,699.00	1,341,699.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	59,047.00	0.00	59,047.00	61,461.00	0.00	61,461.00	4.1%
Lottery - Unrestricted and Instructional Materials		8560	68,778.00	29,684.00	98,462.00	68,778.00	29,684.00	98,462.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources									
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		75,000.00	75,000.00		75,000.00	75,000.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		121,822.00	121,822.00		193,094.00	193,094.00	58.5%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	928,052.00	2,888,414.00	3,816,466.00	928,052.00	3,469,699.00	4,397,751.00	15.2%
TOTAL, OTHER STATE REVENUE			1,055,877.00	14,855,851.00	15,911,728.00	1,058,291.00	23,345,698.00	24,403,989.00	53.4%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	264,148.00	264,148.00	0.00	264,148.00	264,148.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	624.00	624.00	0.00	0.00	0.00	-100.0%

DescriptionResource CodesObject Codes			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	1,356,182.00	0.00	1,356,182.00	1,356,182.00	0.00	1,356,182.00	0.0%
Interest		8660	983,937.00	0.00	983,937.00	983,937.00	0.00	983,937.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,225,400.00	2,445,652.00	4,671,052.00	2,273,507.00	2,136,105.00	4,409,612.00	-5.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	636,254.00	5,100,702.00	5,736,956.00	636,254.00	5,687,879.00	6,324,133.00	10.2%
Tuition		8710	0.00	8,503,909.00	8,503,909.00	0.00	8,737,650.00	8,737,650.00	2.7%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,201,773.00	16,315,035.00	21,516,808.00	5,249,880.00	16,825,782.00	22,075,662.00	2.6%
TOTAL, REVENUES			17,088,377.00	47,432,370.00	64,520,747.00	17,228,320.00	55,478,995.00	72,707,315.00	12.7%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	418,555.00	7,150,448.00	7,569,003.00	413,002.00	7,965,384.00	8,378,386.00	10.7%
Certificated Pupil Support Salaries		1200	775,867.00	175,277.00	951,144.00	979,952.00	163,830.00	1,143,782.00	20.3%
Certificated Supervisors' and Administrators' Salaries		1300	1,232,862.00	2,713,729.00	3,946,591.00	1,451,955.00	2,906,255.00	4,358,210.00	10.4%
Other Certificated Salaries		1900	0.00	224,473.00	224,473.00	0.00	151,482.00	151,482.00	-32.5%
TOTAL, CERTIFICATED SALARIES			2,427,284.00	10,263,927.00	12,691,211.00	2,844,909.00	11,186,951.00	14,031,860.00	10.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	6,198,892.00	6,198,892.00	0.00	6,819,652.00	6,819,652.00	10.0%
Classified Support Salaries		2200	415,074.00	2,295,328.00	2,710,402.00	447,210.00	2,669,484.00	3,116,694.00	15.0%
Classified Supervisors' and Administrators' Salaries		2300	1,974,154.00	254,865.00	2,229,019.00	2,186,882.00	276,900.00	2,463,782.00	10.5%
Clerical, Technical and Office Salaries		2400	2,807,490.00	1,547,758.00	4,355,248.00	3,114,559.00	1,654,414.00	4,768,973.00	9.5%
Other Classified Salaries		2900	1,880.00	375,462.00	377,342.00	0.00	422,798.00	422,798.00	12.0%
TOTAL, CLASSIFIED SALARIES			5,198,598.00	10,672,305.00	15,870,903.00	5,748,651.00	11,843,248.00	17,591,899.00	10.8%
EMPLOYEE BENEFITS									
STRS	3101-3102		454,789.00	2,824,775.00	3,279,564.00	534,552.00	3,017,177.00	3,551,729.00	8.3%
PERS	3201-3202		1,380,674.00	2,758,171.00	4,138,845.00	1,505,350.00	3,046,231.00	4,551,581.00	10.0%
OASDI/Medicare/Alternative	3301-3302		105,222.00	271,328.00	376,550.00	119,395.00	300,397.00	419,792.00	11.5%
Health and Welfare Benefits	3401-3402		1,061,920.00	2,895,141.00	3,957,061.00	1,177,035.00	3,285,576.00	4,462,611.00	12.8%
Unemployment Insurance	3501-3502		3,627.00	9,290.00	12,917.00	4,118.00	10,330.00	14,448.00	11.9%
Workers' Compensation	3601-3602		122,367.00	314,989.00	437,356.00	138,827.00	349,509.00	488,336.00	11.7%
OPEB, Allocated	3701-3702		303,856.00	777,276.00	1,081,132.00	342,797.00	847,467.00	1,190,264.00	10.1%
OPEB, Active Employees	3751-3752		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits	3901-3902		3,600.00	1,300.00	4,900.00	2,866.00	1,352.00	4,218.00	-13.9%
TOTAL, EMPLOYEE BENEFITS			3,436,055.00	9,852,270.00	13,288,325.00	3,824,940.00	10,858,039.00	14,682,979.00	10.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials	4100		200.00	1,370.00	1,570.00	200.00	1,370.00	1,570.00	0.0%
Books and Other Reference Materials	4200		722.00	197.00	919.00	722.00	40.00	762.00	-17.1%
Materials and Supplies	4300		585,497.00	1,851,122.00	2,436,619.00	584,982.00	1,464,815.00	2,049,797.00	-15.9%
Noncapitalized Equipment	4400		206,626.00	412,796.00	619,422.00	204,641.00	306,293.00	510,934.00	-17.5%
Food	4700		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			793,045.00	2,265,485.00	3,058,530.00	790,545.00	1,772,518.00	2,563,063.00	-16.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services	5100		60,515.00	2,824,638.00	2,885,153.00	60,515.00	3,840,987.00	3,901,502.00	35.2%
Travel and Conferences	5200		145,328.00	407,625.00	552,953.00	145,328.00	394,550.00	539,878.00	-2.4%

DescriptionResource CodesObject Codes			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Dues and Memberships		5300	118,469.00	9,774.00	128,243.00	118,469.00	5,754.00	124,223.00	-3.1%
Insurance		5400 - 5499	175,351.00	41,080.00	216,431.00	175,351.00	41,080.00	216,431.00	0.0%
Operations and Housekeeping Services		5500	379,694.00	470,012.00	849,706.00	379,694.00	470,012.00	849,706.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	556,261.00	914,173.00	1,470,434.00	556,261.00	925,430.00	1,481,691.00	0.8%
Transfers of Direct Costs		5710	(1,842,521.00)	1,842,521.00	0.00	(1,756,167.00)	1,756,167.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(240,772.00)	0.00	(240,772.00)	(266,488.00)	44,000.00	(222,488.00)	-7.6%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,259,150.00	8,746,729.00	10,005,879.00	1,259,150.00	5,023,816.00	6,282,966.00	-37.2%
Communications		5900	201,633.00	102,569.00	304,202.00	199,133.00	101,823.00	300,956.00	-1.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			813,108.00	15,359,121.00	16,172,229.00	871,246.00	12,603,619.00	13,474,865.00	-16.7%
CAPITAL OUTLAY									
Land		6100	295,000.00	66,500.00	361,500.00	295,000.00	35,000.00	330,000.00	-8.7%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,397,138.00	6,061,762.00	9,458,900.00	984,138.00	5,374,302.00	6,358,440.00	-32.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	596,683.00	460,215.00	1,056,898.00	273,298.00	304,717.00	578,015.00	-45.3%
Equipment Replacement		6500	148,350.00	0.00	148,350.00	148,350.00	0.00	148,350.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,437,171.00	6,588,477.00	11,025,648.00	1,700,786.00	5,714,019.00	7,414,805.00	-32.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	592,843.00	0.00	592,843.00	563,265.00	0.00	563,265.00	-5.0%
Other Debt Service - Principal		7439	1,824,829.00	627,198.00	2,452,027.00	1,580,144.00	414,891.00	1,995,035.00	-18.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,417,672.00	627,198.00	3,044,870.00	2,143,409.00	414,891.00	2,558,300.00	-16.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(4,278,196.00)	4,278,196.00	0.00	(4,178,911.00)	4,178,911.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(539,698.00)	0.00	(539,698.00)	(579,599.00)	0.00	(579,599.00)	7.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(4,817,894.00)	4,278,196.00	(539,698.00)	(4,758,510.00)	4,178,911.00	(579,599.00)	7.4%
TOTAL, EXPENDITURES			14,705,039.00	59,906,979.00	74,612,018.00	13,165,976.00	58,572,196.00	71,738,172.00	-3.9%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	323,385.00	143,793.00	467,178.00	0.00	0.00	0.00	-100.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			323,385.00	143,793.00	467,178.00	0.00	0.00	0.00	-100.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,767,068.00)	1,767,068.00	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,767,068.00)	1,767,068.00	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(2,943,683.00)	1,910,861.00	(1,032,822.00)	(3,276,467.00)	1,776,467.00	(1,500,000.00)	45.2%

			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	10,830,727.00	8,663,172.00	19,493,899.00	10,920,149.00	8,937,093.00	19,857,242.00	1.9%
2) Federal Revenue		8100-8299	0.00	7,598,312.00	7,598,312.00	0.00	6,370,422.00	6,370,422.00	-16.2%
3) Other State Revenue		8300-8599	1,055,877.00	14,855,851.00	15,911,728.00	1,058,291.00	23,345,698.00	24,403,989.00	53.4%
4) Other Local Revenue		8600-8799	5,201,773.00	16,315,035.00	21,516,808.00	5,249,880.00	16,825,782.00	22,075,662.00	2.6%
5) TOTAL, REVENUES			17,088,377.00	47,432,370.00	64,520,747.00	17,228,320.00	55,478,995.00	72,707,315.00	12.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	701,512.00	21,436,087.00	22,137,599.00	694,012.00	23,354,190.00	24,048,202.00	8.6%
2) Instruction - Related Services	2000-2999		1,859,231.00	12,470,959.00	14,330,190.00	2,223,364.00	8,377,734.00	10,601,098.00	-26.0%
3) Pupil Services	3000-3999		(75,386.00)	9,546,917.00	9,471,531.00	205,940.00	9,887,313.00	10,093,253.00	6.6%
4) Ancillary Services	4000-4999		0.00	11,247.00	11,247.00	0.00	10,247.00	10,247.00	-8.9%
5) Community Services	5000-5999		0.00	2,001,646.00	2,001,646.00	0.00	3,480,889.00	3,480,889.00	73.9%
6) Enterprise	6000-6999		60,883.00	0.00	60,883.00	65,123.00	0.00	65,123.00	7.0%
7) General Administration	7000-7999		4,208,313.00	4,637,789.00	8,846,102.00	4,657,624.00	4,530,822.00	9,188,446.00	3.9%
8) Plant Services	8000-8999		5,531,114.00	9,175,136.00	14,706,250.00	3,174,804.00	8,516,110.00	11,690,914.00	-20.5%
9) Other Outgo	9000-9999		2,419,372.00	627,198.00	3,046,570.00	2,145,109.00	414,891.00	2,560,000.00	-16.0%
10) TOTAL, EXPENDITURES			14,705,039.00	59,906,979.00	74,612,018.00	13,165,976.00	58,572,196.00	71,738,172.00	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,383,338.00	(12,474,609.00)	(10,091,271.00)	4,062,344.00	(3,093,201.00)	969,143.00	-109.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	323,385.00	143,793.00	467,178.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,767,068.00)	1,767,068.00	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,943,683.00)	1,910,861.00	(1,032,822.00)	(3,276,467.00)	1,776,467.00	(1,500,000.00)	45.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(560,345.00)	(10,563,748.00)	(11,124,093.00)	785,877.00	(1,316,734.00)	(530,857.00)	-95.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	55,946,653.00	-16.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	55,946,653.00	-16.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,268,257.00	42,802,489.00	67,070,746.00	23,707,912.00	32,238,741.00	55,946,653.00	-16.6%
2) Ending Balance, June 30 (E + F1e)			23,707,912.00	32,238,741.00	55,946,653.00	24,493,789.00	30,922,007.00	55,415,796.00	-0.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	2,130.00	0.00	2,130.00	0.0%
Stores		9712	3,442.03	0.00	3,442.03	3,442.03	0.00	3,442.03	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	32,238,741.00	32,238,741.00	0.00	30,922,007.00	30,922,007.00	-4.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	6,603,066.00	0.00	6,603,066.00	10,354,578.00	0.00	10,354,578.00	56.8%
LCAP Oversight	0000	9780	75,105.00		75,105.00			0.00	
Differentiated Assistance	0000	9780	2,820,562.00		2,820,562.00			0.00	
Alternative Education Supplemental & Concentration Funds	0000	9780	207,399.00		207,399.00			0.00	
Deferred Maintenance	0000	9780	1,000,000.00		1,000,000.00			0.00	
Community Resource Center Project	0000	9780	2,500,000.00		2,500,000.00			0.00	
LCAP Oversight	0000	9780			0.00	100,000.00		100,000.00	
Differentiated Assistance	0000	9780			0.00	2,756,609.00		2,756,609.00	
Alternative Education Supplemental & Concentration Funds	0000	9780			0.00	247,969.00		247,969.00	
Deferred Maintenance	0000	9780			0.00	1,000,000.00		1,000,000.00	
Community Resource Center Project	0000	9780			0.00	2,500,000.00		2,500,000.00	
Early Learning Expansion Project	0000	9780			0.00	3,750,000.00		3,750,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	14,461,283.42	0.00	14,461,283.42	12,450,489.24	0.00	12,450,489.24	-13.9%
Unassigned/Unappropriated Amount		9790	2,637,990.55	0.00	2,637,990.55	1,683,149.73	0.00	1,683,149.73	-36.2%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6018	Student Support and Enrichment Block Grant	298,920.00	283,786.00
6300	Lottery: Instructional Materials	121,463.00	129,154.00
6371	CalWORKs for ROCP or Adult Education	14,808.00	800.00
6500	Special Education	19,079,485.00	19,476,177.00
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	37,865.00	0.00
6546	Mental Health-Related Services	1,222,102.00	1,039,319.00
6620	Reversing Opioid Overdoses	33,361.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	43,680.00	43,680.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	138,263.00	144,519.00
7399	LCFF Equity Multiplier	154,109.00	144,589.00
7435	Learning Recovery Emergency Block Grant	3,336.00	3,336.00
9010	Other Restricted Local	11,091,349.00	9,656,647.00
Total, Restricted Balance		32,238,741.00	30,922,007.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,708,426.00	4,361,813.00	-7.4%
2) Federal Revenue		8100-8299	493,152.00	928,223.00	88.2%
3) Other State Revenue		8300-8599	495,718.00	569,427.00	14.9%
4) Other Local Revenue		8600-8799	264,587.00	265,791.00	0.5%
5) TOTAL, REVENUES			5,961,883.00	6,125,254.00	2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,964,881.00	1,974,291.00	-33.4%
2) Classified Salaries		2000-2999	506,673.00	531,536.00	4.9%
3) Employee Benefits		3000-3999	1,164,443.00	1,205,866.00	3.6%
4) Books and Supplies		4000-4999	574,585.00	892,389.00	55.3%
5) Services and Other Operating Expenditures		5000-5999	1,829,750.00	1,627,999.00	-11.0%
6) Capital Outlay		6000-6999	398,335.00	355,909.00	-10.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	73,083.00	106,052.00	45.1%
9) TOTAL, EXPENDITURES			7,511,750.00	6,694,042.00	-10.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,549,867.00)	(568,788.00)	-63.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,549,867.00)	(568,788.00)	-63.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,216,612.00	4,666,745.00	-24.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,216,612.00	4,666,745.00	-24.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,216,612.00	4,666,745.00	-24.9%
2) Ending Balance, June 30 (E + F1e)			4,666,745.00	4,097,957.00	-12.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	309,393.00	217,582.00	-29.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,357,352.00	3,880,375.00	-10.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,027,789.00	3,027,064.00	0.0%
Education Protection Account State Aid - Current Year		8012	1,064,177.00	718,289.00	-32.5%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	616,460.00	616,460.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,708,426.00	4,361,813.00	-7.4%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	8,403.00	16,013.00	90.6%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	484,749.00	912,210.00	88.2%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			493,152.00	928,223.00	88.2%
OTHER STATE REVENUE					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	12,104.00	12,073.00	-0.3%
Lottery - Unrestricted and Instructional Materials		8560	62,275.00	62,275.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	53,187.00	72,784.00	36.8%
California Clean Energy Jobs Act	6230	8590	5,857.00	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590	77,990.00	79,700.00	2.2%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	284,305.00	342,595.00	20.5%
TOTAL, OTHER STATE REVENUE			495,718.00	569,427.00	14.9%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	138,323.00	138,323.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	350.00	350.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	850.00	850.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	125,064.00	126,268.00	1.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			264,587.00	265,791.00	0.5%
TOTAL, REVENUES			5,961,883.00	6,125,254.00	2.7%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,526,464.00	1,524,282.00	-39.7%
Certificated Pupil Support Salaries		1200	151,502.00	174,215.00	15.0%
Certificated Supervisors' and Administrators' Salaries		1300	281,029.00	269,597.00	-4.1%
Other Certificated Salaries		1900	5,886.00	6,197.00	5.3%
TOTAL, CERTIFICATED SALARIES			2,964,881.00	1,974,291.00	-33.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	70,982.00	74,091.00	4.4%
Classified Support Salaries		2200	63,487.00	78,186.00	23.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	63,313.00	66,627.00	5.2%
Clerical, Technical and Office Salaries		2400	308,891.00	312,632.00	1.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			506,673.00	531,536.00	4.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	529,194.00	543,191.00	2.6%
PERS		3201-3202	131,578.00	136,534.00	3.8%
OASDI/Medicare/Alternative		3301-3302	31,924.00	33,363.00	4.5%
Health and Welfare Benefits		3401-3402	338,894.00	354,226.00	4.5%
Unemployment Insurance		3501-3502	1,102.00	1,151.00	4.4%
Workers' Compensation		3601-3602	37,118.00	38,795.00	4.5%
OPEB, Allocated		3701-3702	93,824.00	97,806.00	4.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	809.00	800.00	-1.1%
TOTAL, EMPLOYEE BENEFITS			1,164,443.00	1,205,866.00	3.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	39,627.00	217,084.00	447.8%
Books and Other Reference Materials		4200	2,763.00	2,763.00	0.0%
Materials and Supplies		4300	364,583.00	437,793.00	20.1%
Noncapitalized Equipment		4400	167,612.00	234,749.00	40.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			574,585.00	892,389.00	55.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	4,095.00	0.00	-100.0%
Travel and Conferences		5200	17,023.00	23,847.00	40.1%
Dues and Memberships		5300	3,694.00	3,694.00	0.0%
Insurance		5400-5499	13,665.00	13,665.00	0.0%
Operations and Housekeeping Services		5500	260,315.00	260,315.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	312,834.00	312,834.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	220,842.00	202,182.00	-8.4%
Professional/Consulting Services and Operating Expenditures		5800-5899	966,247.00	780,427.00	-19.2%
Communications		5900	31,035.00	31,035.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,829,750.00	1,627,999.00	-11.0%
CAPITAL OUTLAY					
Land		6100	36,150.00	36,150.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	176,297.00	176,297.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	169,888.00	127,462.00	-25.0%
Equipment Replacement		6500	16,000.00	16,000.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			398,335.00	355,909.00	-10.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	73,083.00	106,052.00	45.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			73,083.00	106,052.00	45.1%
TOTAL, EXPENDITURES			7,511,750.00	6,694,042.00	-10.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,708,426.00	4,361,813.00	-7.4%
2) Federal Revenue		8100-8299	493,152.00	928,223.00	88.2%
3) Other State Revenue		8300-8599	495,718.00	569,427.00	14.9%
4) Other Local Revenue		8600-8799	264,587.00	265,791.00	0.5%
5) TOTAL, REVENUES			5,961,883.00	6,125,254.00	2.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		4,733,802.00	3,843,098.00	-18.8%
2) Instruction - Related Services	2000-2999		911,956.00	927,980.00	1.8%
3) Pupil Services	3000-3999		382,286.00	420,910.00	10.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		196,956.00	234,191.00	18.9%
8) Plant Services	8000-8999		1,286,750.00	1,267,863.00	-1.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,511,750.00	6,694,042.00	-10.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,549,867.00)	(568,788.00)	-63.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,549,867.00)	(568,788.00)	-63.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,216,612.00	4,666,745.00	-24.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,216,612.00	4,666,745.00	-24.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,216,612.00	4,666,745.00	-24.9%
2) Ending Balance, June 30 (E + F1e)			4,666,745.00	4,097,957.00	-12.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	309,393.00	217,582.00	-29.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,357,352.00	3,880,375.00	-10.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6300	Lottery: Instructional Materials	156,028.00	156,112.00
6500	Special Education	77,624.00	53,727.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	66,092.00	794.00
9010	Other Restricted Local	9,649.00	6,949.00
Total, Restricted Balance		309,393.00	217,582.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,383,373.00	7,347,733.00	-0.5%
3) Other State Revenue		8300-8599	13,649,507.00	18,369,319.00	34.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			21,032,880.00	25,717,052.00	22.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	21,056,473.00	25,717,052.00	22.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			21,056,473.00	25,717,052.00	22.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(23,593.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(23,593.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,593.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,593.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,593.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	7,383,373.00	7,347,733.00	-0.5%
TOTAL, FEDERAL REVENUE			7,383,373.00	7,347,733.00	-0.5%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	13,432,937.00	18,105,927.00	34.8%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	216,570.00	263,392.00	21.6%
TOTAL, OTHER STATE REVENUE			13,649,507.00	18,369,319.00	34.6%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			21,032,880.00	25,717,052.00	22.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	2,546,460.00	2,587,641.00	1.6%
To County Offices		7212	5,053,483.00	5,023,484.00	-0.6%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	11,486,746.00	15,890,719.00	38.3%
To County Offices	6500	7222	1,969,784.00	2,215,208.00	12.5%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,056,473.00	25,717,052.00	22.1%
TOTAL, EXPENDITURES			21,056,473.00	25,717,052.00	22.1%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,383,373.00	7,347,733.00	-0.5%
3) Other State Revenue		8300-8599	13,649,507.00	18,369,319.00	34.6%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			21,032,880.00	25,717,052.00	22.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	21,056,473.00	25,717,052.00	22.1%
10) TOTAL, EXPENDITURES			21,056,473.00	25,717,052.00	22.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(23,593.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(23,593.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,593.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,593.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,593.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,899.00	279,421.00	-19.2%
3) Other State Revenue		8300-8599	5,690,439.00	5,586,227.00	-1.8%
4) Other Local Revenue		8600-8799	5,074.00	0.00	-100.0%
5) TOTAL, REVENUES			6,041,412.00	5,865,648.00	-2.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	812,879.00	846,884.00	4.2%
2) Classified Salaries		2000-2999	1,675,938.00	1,874,437.00	11.8%
3) Employee Benefits		3000-3999	1,158,113.00	1,252,819.00	8.2%
4) Books and Supplies		4000-4999	420,584.00	299,495.00	-28.8%
5) Services and Other Operating Expenditures		5000-5999	838,796.00	632,625.00	-24.6%
6) Capital Outlay		6000-6999	182,650.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	466,615.00	473,547.00	1.5%
9) TOTAL, EXPENDITURES			5,555,575.00	5,379,807.00	-3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			485,837.00	485,841.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			485,837.00	485,841.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	839,663.00	1,325,500.00	57.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			839,663.00	1,325,500.00	57.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			839,663.00	1,325,500.00	57.9%
2) Ending Balance, June 30 (E + F1e)			1,325,500.00	1,811,341.00	36.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,325,504.00	1,811,345.00	36.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(4.00)	(4.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	345,899.00	279,421.00	-19.2%
TOTAL, FEDERAL REVENUE			345,899.00	279,421.00	-19.2%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	4,583,172.00	4,588,246.00	0.1%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,107,267.00	997,981.00	-9.9%
TOTAL, OTHER STATE REVENUE			5,690,439.00	5,586,227.00	-1.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	5,074.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,074.00	0.00	-100.0%
TOTAL, REVENUES			6,041,412.00	5,865,648.00	-2.9%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	624,392.00	636,743.00	2.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	188,487.00	210,141.00	11.5%
TOTAL, CERTIFICATED SALARIES			812,879.00	846,884.00	4.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	927,111.00	1,046,135.00	12.8%
Classified Support Salaries		2200	83,541.00	89,585.00	7.2%
Classified Supervisors' and Administrators' Salaries		2300	210,370.00	191,350.00	-9.0%
Clerical, Technical and Office Salaries		2400	114,877.00	178,278.00	55.2%
Other Classified Salaries		2900	340,039.00	369,089.00	8.5%
TOTAL, CLASSIFIED SALARIES			1,675,938.00	1,874,437.00	11.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	208,422.00	203,209.00	-2.5%
PERS		3201-3202	432,929.00	489,800.00	13.1%
OASDI/Medicare/Alternative		3301-3302	34,274.00	37,453.00	9.3%
Health and Welfare Benefits		3401-3402	347,200.00	376,214.00	8.4%
Unemployment Insurance		3501-3502	1,151.00	1,260.00	9.5%
Workers' Compensation		3601-3602	38,880.00	42,525.00	9.4%
OPEB, Allocated		3701-3702	94,694.00	101,725.00	7.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	563.00	633.00	12.4%
TOTAL, EMPLOYEE BENEFITS			1,158,113.00	1,252,819.00	8.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	384,037.00	299,495.00	-22.0%
Noncapitalized Equipment		4400	36,547.00	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			420,584.00	299,495.00	-28.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	2,329.00	1,514.00	-35.0%
Travel and Conferences		5200	26,387.00	22,401.00	-15.1%
Dues and Memberships		5300	1,727.00	1,431.00	-17.1%
Insurance		5400-5450	18,109.00	18,109.00	0.0%
Operations and Housekeeping Services		5500	89,211.00	90,970.00	2.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	151,955.00	137,837.00	-9.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	19,930.00	20,306.00	1.9%
Professional/Consulting Services and Operating Expenditures		5800	522,670.00	333,582.00	-36.2%
Communications		5900	6,478.00	6,475.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			838,796.00	632,625.00	-24.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	155,000.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	27,650.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			182,650.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	466,615.00	473,547.00	1.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			466,615.00	473,547.00	1.5%
TOTAL, EXPENDITURES			5,555,575.00	5,379,807.00	-3.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,899.00	279,421.00	-19.2%
3) Other State Revenue		8300-8599	5,690,439.00	5,586,227.00	-1.8%
4) Other Local Revenue		8600-8799	5,074.00	0.00	-100.0%
5) TOTAL, REVENUES			6,041,412.00	5,865,648.00	-2.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,023,357.00	3,114,684.00	3.0%
2) Instruction - Related Services	2000-2999		475,557.00	558,818.00	17.5%
3) Pupil Services	3000-3999		146,933.00	154,794.00	5.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		829,485.00	668,405.00	-19.4%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		466,615.00	473,547.00	1.5%
8) Plant Services	8000-8999		613,628.00	409,559.00	-33.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,555,575.00	5,379,807.00	-3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			485,837.00	485,841.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			485,837.00	485,841.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	839,663.00	1,325,500.00	57.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			839,663.00	1,325,500.00	57.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			839,663.00	1,325,500.00	57.9%
2) Ending Balance, June 30 (E + F1e)			1,325,500.00	1,811,341.00	36.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,325,504.00	1,811,345.00	36.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(4.00)	(4.00)	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5059	Early Education: ARP California State Preschool Program One-time Stipend	3,865.00	3,865.00
5160	Child Care and Development Programs Administered by California Department of Social Services (Federal Funds)	32,544.00	32,544.00
6160	Child Care and Development Programs Administered by California Department of Social Services (State Funds)	93,688.00	143,204.00
7810	Other Restricted State	1,195,407.00	1,631,732.00
Total, Restricted Balance		1,325,504.00	1,811,345.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	53.00	53.00	0.0%
5) TOTAL, REVENUES			53.00	53.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			53.00	53.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			53.00	53.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,117.00	2,170.00	2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,117.00	2,170.00	2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,117.00	2,170.00	2.5%
2) Ending Balance, June 30 (E + F1e)			2,170.00	2,223.00	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	2,170.00	2,223.00	2.4%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	53.00	53.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			53.00	53.00	0.0%
TOTAL, REVENUES			53.00	53.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	53.00	53.00	0.0%
5) TOTAL, REVENUES			53.00	53.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			53.00	53.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			53.00	53.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,117.00	2,170.00	2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,117.00	2,170.00	2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,117.00	2,170.00	2.5%
2) Ending Balance, June 30 (E + F1e)			2,170.00	2,223.00	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	2,170.00	2,223.00	2.4%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	190,144.00	190,144.00	0.0%
5) TOTAL, REVENUES			190,144.00	190,144.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			190,144.00	190,144.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	1,500,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,500,000.00	1,500,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,690,144.00	1,690,144.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,194,461.00	10,884,605.00	18.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,194,461.00	10,884,605.00	18.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,194,461.00	10,884,605.00	18.4%
2) Ending Balance, June 30 (E + F1e)			10,884,605.00	12,574,749.00	15.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	10,884,605.00	12,574,749.00	15.5%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	190,144.00	190,144.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			190,144.00	190,144.00	0.0%
TOTAL, REVENUES			190,144.00	190,144.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	1,500,000.00	1,500,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,500,000.00	1,500,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
Total, Other Financing Sources/Uses (a-b+e)			1,500,000.00	1,500,000.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	190,144.00	190,144.00	0.0%
5) TOTAL, REVENUES			190,144.00	190,144.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			190,144.00	190,144.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	1,500,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,500,000.00	1,500,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,690,144.00	1,690,144.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,194,461.00	10,884,605.00	18.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,194,461.00	10,884,605.00	18.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,194,461.00	10,884,605.00	18.4%
2) Ending Balance, June 30 (E + F1e)			10,884,605.00	12,574,749.00	15.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	10,884,605.00	12,574,749.00	15.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26	2026-27
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,593.00	1,593.00	0.0%
5) TOTAL, REVENUES			1,593.00	1,593.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,593.00	1,593.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,593.00	1,593.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	63,545.00	65,138.00	2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,545.00	65,138.00	2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,545.00	65,138.00	2.5%
2) Ending Balance, June 30 (E + F1e)			65,138.00	66,731.00	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	65,138.00	66,731.00	2.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,593.00	1,593.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,593.00	1,593.00	0.0%
TOTAL, REVENUES			1,593.00	1,593.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,593.00	1,593.00	0.0%
5) TOTAL, REVENUES			1,593.00	1,593.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			1,593.00	1,593.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,593.00	1,593.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	63,545.00	65,138.00	2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,545.00	65,138.00	2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,545.00	65,138.00	2.5%
2) Ending Balance, June 30 (E + F1e)			65,138.00	66,731.00	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	65,138.00	66,731.00	2.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
7710	State School Facilities Projects	65,138.00	66,731.00
Total, Restricted Balance		65,138.00	66,731.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		29,926.04	0.00%	29,926.04	0.00%	29,926.04
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	10,920,149.00	-0.13%	10,905,455.00	0.69%	10,980,251.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,058,291.00	0.00%	1,058,291.00	0.00%	1,058,291.00
4. Other Local Revenues	8600-8799	5,249,880.00	0.00%	5,249,880.00	0.00%	5,249,880.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(1,776,467.00)	0.00%	(1,776,467.00)	0.00%	(1,776,467.00)
6. Total (Sum lines A1 thru A5c)		15,451,853.00	-0.10%	15,437,159.00	0.48%	15,511,955.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,844,909.00		2,887,582.64
b. Step & Column Adjustment				42,673.64		43,313.74
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,844,909.00	1.50%	2,887,582.64	1.50%	2,930,896.38
2. Classified Salaries						
a. Base Salaries				5,748,651.00		5,834,880.77
b. Step & Column Adjustment				86,229.77		87,523.21
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,748,651.00	1.50%	5,834,880.77	1.50%	5,922,403.98
3. Employee Benefits	3000-3999	3,824,940.00	1.40%	3,878,489.16	0.12%	3,883,143.35
4. Books and Supplies	4000-4999	790,545.00	3.18%	815,684.33	2.76%	838,197.23
5. Services and Other Operating Expenditures	5000-5999	871,246.00	3.18%	898,951.62	2.76%	923,762.69
6. Capital Outlay	6000-6999	1,700,786.00	0.00%	1,700,786.00	0.00%	1,700,786.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,143,409.00	2.04%	2,187,149.00	2.44%	2,240,499.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(4,758,510.00)	0.00%	(4,758,510.00)	0.00%	(4,758,510.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,500,000.00	0.00%	1,500,000.00	0.00%	1,500,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		14,665,976.00	1.90%	14,945,013.52	1.58%	15,181,178.63
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		785,877.00		492,145.48		330,776.37
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		23,707,912.00		24,493,789.00		24,985,934.48
2. Ending Fund Balance (Sum lines C and D1)		24,493,789.00		24,985,934.48		25,316,710.85
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,572.03		5,572.03		5,572.03
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	10,354,578.00		9,921,432.00		9,917,115.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	12,450,489.24		12,658,181.68		12,813,274.04
2. Unassigned/Unappropriated	9790	1,683,149.73		2,400,748.77		2,580,749.78
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		24,493,789.00		24,985,934.48		25,316,710.85
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	12,450,489.24		12,658,181.68		12,813,274.04
c. Unassigned/Unappropriated	9790	1,683,149.73		2,400,748.77		2,580,749.78
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		14,133,638.97		15,058,930.45		15,394,023.82
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
The LCFF Calculation was completed by applying 2.87% COLA plus 1.44% additional LCFF Investment in 2026-27, 3.30% in 2027-28, and 3.09% in 2028-29 based on the Department of Finance Estimates and the School Services Dartboard. The 2025-26 P2 Revision ADA was also used in the LCFF Calculation for County Operations program and all other programs for the current and subsequent years. The Local Revenues LCFF Calculation for Special Ed and Alt Ed, passed through from districts (object 8710), was calculated per district using the 2025-26 P2 ADA. Step and column increases are anticipated to be approximately 1.5%. The projected budget includes expected increases in Benefits of .05% H & W and additional STRS/PERS Anticipated Increases. Supplies and services (Objects 4xxx & 5xxx) are projected to increase based on the School Services Dartboard's CPI. The RRMA is adjusted in outer years based on projected expenditures. All One-time funds and expenses are deducted from the outer years.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	8,937,093.00	0.00%	8,937,093.00	0.00%	8,937,093.00
2. Federal Revenues	8100-8299	6,370,422.00	0.00%	6,370,422.00	0.00%	6,370,422.00
3. Other State Revenues	8300-8599	23,345,698.00	0.00%	23,345,698.00	0.00%	23,345,698.00
4. Other Local Revenues	8600-8799	16,825,782.00	1.03%	16,998,650.00	0.98%	17,165,859.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	1,776,467.00	0.00%	1,776,467.00	0.00%	1,776,467.00
6. Total (Sum lines A1 thru A5c)		57,255,462.00	0.30%	57,428,330.00	0.29%	57,595,539.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				11,186,951.00		11,354,755.27
b. Step & Column Adjustment				167,804.27		170,321.33
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	11,186,951.00	1.50%	11,354,755.27	1.50%	11,525,076.60
2. Classified Salaries						
a. Base Salaries				11,843,248.00		12,020,896.72
b. Step & Column Adjustment				177,648.72		180,313.45
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,843,248.00	1.50%	12,020,896.72	1.50%	12,201,210.17
3. Employee Benefits	3000-3999	10,858,039.00	1.29%	10,998,107.70	0.37%	11,038,800.70
4. Books and Supplies	4000-4999	1,772,518.00	3.18%	1,828,884.00	2.76%	1,879,361.20
5. Services and Other Operating Expenditures	5000-5999	12,603,619.00	3.18%	13,004,414.00	2.76%	13,363,335.83
6. Capital Outlay	6000-6999	5,714,019.00	0.00%	5,714,019.00	0.00%	5,714,019.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	414,891.00	0.00%	414,891.00	-30.03%	290,313.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	4,178,911.00	0.00%	4,178,911.00	0.00%	4,178,911.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
11. Total (Sum lines B1 thru B10)		58,572,196.00	1.61%	59,514,878.69	1.14%	60,191,027.50
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,316,734.00)		(2,086,548.69)		(2,595,488.50)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		32,238,741.00		30,922,007.00		28,835,458.31
2. Ending Fund Balance (Sum lines C and D1)		30,922,007.00		28,835,458.31		26,239,969.81
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	30,922,007.00		28,835,458.31		26,239,969.81
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		30,922,007.00		28,835,458.31		26,239,969.81
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
The LCFF Calculation was completed by applying 2.87% COLA plus 1.44% additional LCFF Investment in 2026-27, 3.30% in 2027-28, and 3.09% in 2028-29 based on the Department of Finance Estimates and the School Services Dartboard. The 2025-26 P2 Revision ADA was also used in the LCFF Calculation for County Operations program and all other programs for the current and subsequent years. The Local Revenues LCFF Calculation for Special Ed and Alt Ed, passed through from districts (object 8710), was calculated per district using the 2025-26 P2 ADA. Step and column increases are anticipated to be approximately 1.5%. The projected budget includes expected increases in Benefits of .05% H & W and additional STRS/PERS Anticipated Increases. Supplies and services (Objects 4xxx & 5xxx) are projected to increase based on the School Services Dartboard's CPI. The RRMA is adjusted in outer years based on projected expenditures. All One-time funds and expenses are deducted from the outer years.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		29,926.04	0.00%	29,926.04	0.00%	29,926.04
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	19,857,242.00	-0.07%	19,842,548.00	0.38%	19,917,344.00
2. Federal Revenues	8100-8299	6,370,422.00	0.00%	6,370,422.00	0.00%	6,370,422.00
3. Other State Revenues	8300-8599	24,403,989.00	0.00%	24,403,989.00	0.00%	24,403,989.00
4. Other Local Revenues	8600-8799	22,075,662.00	0.78%	22,248,530.00	0.75%	22,415,739.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		72,707,315.00	0.22%	72,865,489.00	0.33%	73,107,494.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,031,860.00		14,242,337.91
b. Step & Column Adjustment				210,477.91		213,635.07
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,031,860.00	1.50%	14,242,337.91	1.50%	14,455,972.98
2. Classified Salaries						
a. Base Salaries				17,591,899.00		17,855,777.49
b. Step & Column Adjustment				263,878.49		267,836.66
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	17,591,899.00	1.50%	17,855,777.49	1.50%	18,123,614.15
3. Employee Benefits	3000-3999	14,682,979.00	1.32%	14,876,596.86	0.30%	14,921,944.05
4. Books and Supplies	4000-4999	2,563,063.00	3.18%	2,644,568.33	2.76%	2,717,558.43
5. Services and Other Operating Expenditures	5000-5999	13,474,865.00	3.18%	13,903,365.62	2.76%	14,287,098.52
6. Capital Outlay	6000-6999	7,414,805.00	0.00%	7,414,805.00	0.00%	7,414,805.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,558,300.00	1.71%	2,602,040.00	-2.74%	2,530,812.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(579,599.00)	0.00%	(579,599.00)	0.00%	(579,599.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,500,000.00	0.00%	1,500,000.00	0.00%	1,500,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
11. Total (Sum lines B1 thru B10)		73,238,172.00	1.67%	74,459,892.21	1.23%	75,372,206.13
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(530,857.00)		(1,594,403.21)		(2,264,712.13)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		55,946,653.00		55,415,796.00		53,821,392.79
2. Ending Fund Balance (Sum lines C and D1)		55,415,796.00		53,821,392.79		51,556,680.66
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,572.03		5,572.03		5,572.03
b. Restricted	9740	30,922,007.00		28,835,458.31		26,239,969.81
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	10,354,578.00		9,921,432.00		9,917,115.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	12,450,489.24		12,658,181.68		12,813,274.04
2. Unassigned/Unappropriated	9790	1,683,149.73		2,400,748.77		2,580,749.78
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		55,415,796.00		53,821,392.79		51,556,680.66
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	12,450,489.24		12,658,181.68		12,813,274.04
c. Unassigned/Unappropriated	9790	1,683,149.73		2,400,748.77		2,580,749.78
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		14,133,638.97		15,058,930.45		15,394,023.82
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		19.30%		20.22%		20.42%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Madera and Mariposa SELPA						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		25,717,052.00		25,717,062.00		25,717,062.00
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		73,238,172.00		74,459,892.21		75,372,206.13
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		73,238,172.00		74,459,892.21		75,372,206.13
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		73,238,172.00		74,459,892.21		75,372,206.13
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,197,145.16		2,233,796.77		2,261,166.18
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		792,000.00		792,000.00		792,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		2,197,145.16		2,233,796.77		2,261,166.18
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	44.13	41.07	41.07	41.07	41.07	41.07
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	18.60	12.84	12.84	12.84	12.84	12.84
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	62.73	53.91	53.91	53.91	53.91	53.91
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	298.24	298.24	298.24	298.24	298.24	298.24
c. Special Education-NPS/LCI						
d. Special Education Extended Year	14.65	14.65	14.65	14.65	14.65	14.65
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	312.89	312.89	312.89	312.89	312.89	312.89
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	375.62	366.80	366.80	366.80	366.80	366.80
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	29,952.10	29,926.04	29,926.04	29,926.04	29,926.04	29,926.04
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	18.60	12.84	12.84	12.84	12.84	12.84
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	18.60	12.84	12.84	12.84	12.84	12.84
7. Charter School Funded County Program ADA						
a. County Community Schools	224.18	224.18	224.18	224.18	224.18	224.18
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	224.18	224.18	224.18	224.18	224.18	224.18
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	242.78	237.02	237.02	237.02	237.02	237.02
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	242.78	237.02	237.02	237.02	237.02	237.02

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

- A. STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	County Operations Grant ADA
3.0%	0 to 6,999
2.0%	7,000 to 59,999
1.0%	60,000 and over

County Office ADA (Form A, Estimated Funded ADA column, Line B5):

29,926

County Office County Operations Grant ADA Standard Percentage Level:

2.00%

1A-1. Calculating the County Office's County Operations Grant ADA Variances

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated.

Fiscal Year	County Operations Grant Funded ADA		ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
	(Form A, Line B5)			
Third Prior Year (2023-24)	29,669.17	29,993.87	N/A	Met
Second Prior Year (2024-25)	29,995.45	29,926.04	0.23%	Met
First Prior Year (2025-26)	29,924.17	29,926.04	N/A	Met

1A-2. Comparison of County Office County Operations Grant ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:

(required if NOT met)

- 1b. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

1. CRITERION: Average Daily Attendance (continued)

- B. STANDARD: Projected funded ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)				
Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2023-24)	30.73	301.42	29,993.87	0.00
Second Prior Year (2024-25)	53.91	308.36	29,926.04	0.00
First Prior Year (2025-26)	53.91	312.89	29,926.04	0.00
Historical Average:	46.18	307.56	29,948.65	0.00

County Office's County Operated Programs ADA Standard:

Budget Year (2026-27)				
(historical average plus 2%):	47.11	313.71	30,547.62	0.00
1st Subsequent Year (2027-28)				
(historical average plus 4%):	48.03	319.86	31,146.60	0.00
2nd Subsequent Year (2028-29)				
(historical average plus 6%):	48.95	326.01	31,745.57	0.00

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)				
Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2026-27)	53.91	312.89	29,926.04	0.00
1st Subsequent Year (2027-28)	53.91	312.89	29,926.04	0.00
2nd Subsequent Year (2028-29)	53.91	312.89	29,926.04	0.00
Status:	Not Met	Met	Met	Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

Explanation:

(required if NOT met)

We have taken a conservative approach and project that the ADA for the Alternative Grant will remain flat for the current and subsequent fiscal years.

2. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's cost-of-living adjustment (COLA) plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Per AB 181, Chapter 52, Statutes of 2022, hold harmless COEs include a COLA add-on. Section I-b1, enter the projected County Operations Grant for all fiscal years and Section I-b2, enter the projected Alternative Education Grant for all fiscal years to calculate the add-on COLA amount. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 f or all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target

Hold Harmless

Status: At Target

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
I. LCFF Funding					
a.	COE funded at Target LCFF				
a1.	County Operations Grant	7,511,873.00	7,835,718.00	8,094,375.00	8,344,480.00
a2.	Alternative Education Grant	1,385,193.00	1,444,894.00	1,492,574.00	1,538,695.00
b.	COE funded at Hold Harmless LCFF	N/A	N/A	N/A	N/A
b1.	County Operations Grant (informational only)	N/A	N/A	N/A	N/A
b2.	Alternative Education Grant (informational only)	N/A	N/A	N/A	N/A
c.	Charter Funded County Program				
c1.	LCFF Entitlement				
d.	Total LCFF (Sum of a or b, and c)	8,897,066.00	9,280,612.00	9,586,949.00	9,883,175.00

II. County Operations Grant

Step 1 - Change in Population

a.	ADA (Funded) (Form A, line B5 and Criterion 1B-2)	29,926.04	29,926.04	29,926.04	29,926.04
b.	Prior Year ADA (Funded)		29,926.04	29,926.04	29,926.04
c.	Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 At Target or Section I-b1 Hold Harmless), prior year column	7,511,873.00	7,835,718.00	8,094,375.00
b1.	COLA percentage	4.3%	3.3%	3.1%
b2.	COLA amount (proxy for purposes of this criterion)	323,761.73	258,578.69	250,116.19
c.	Total Change (Step 2b2)	323,761.73	258,578.69	250,116.19
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	4.31%	3.30%	3.09%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	4.31%	3.30%	3.09%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	84.43%	84.43%	84.43%
c.	Weighted Percent change (Step 3a x Step 3b)	3.64%	2.79%	2.61%

III. Alternative Education Grant

Step 1 - Change in Population

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	53.91	53.91	53.91
b.	Prior Year ADA (Funded)	53.91	53.91	53.91
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a2 At Target or Section I-b2 Hold Harmless), prior year column	1,385,193.00	1,444,894.00	1,492,574.00
b1.	COLA percentage (Section II-Step 2b1)	4.31%	3.30%	3.09%
b2.	COLA amount (proxy for purposes of this criterion)	59,701.82	47,681.50	46,120.54
c.	Total Change (Step 2b2)	59,701.82	47,681.50	46,120.54
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	4.31%	3.30%	3.09%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	4.31%	3.30%	3.09%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	15.57%	15.57%	15.57%
c.	Weighted Percent change (Step 3a x Step 3b)	0.67%	0.51%	0.48%

IV. Charter Funded County Program

Step 1 - Change in Population

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a.	ADA (Funded) (Form A, line C3f)	0.00	0.00	0.00
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	0.00	0.00	0.00
b1.	COLA percentage	0.00%	0.00%	0.00%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	0.00%	0.00%	0.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

V. Weighted Change

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a.	Total weighted percent change (Step 3c in sections II, III and IV)	4.31%	3.30%	3.09%
LCFF Revenue Standard (line V-a, plus/minus 1%):		3.31% to 5.31%	2.30% to 4.30%	2.09% to 4.09%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected local property taxes (Form 01, Objects 8021 - 8089)	13,560,828.00	13,989,607.00	13,989,607.00	13,989,607.00
Excess Property Tax/Minimum State Aid Standard (Percent change over previous year, plus/minus 1%):		N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	19,493,899.00	19,857,242.00	19,842,548.00	19,917,344.00
County Office's Projected Change in LCFF Revenue:			1.86%	-0.07%	0.38%
Standard:			3.31% to 5.31%	2.30% to 4.30%	2.09% to 4.09%
Status:			Not Met	Not Met	Not Met

2D. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation

(required if NOT met)

The changes in LCFF revenue are estimated to be minimal and below the standard threshold, resulting from a net increase in county operating and alternative grants, offset by a decrease in differentiated assistance funding (DA). The county operating grant and the alternative grant are calculated based on the prior year's ADA, taking into account statutory COLA increases in the current year (2.87%) and subsequent years (3.30% and 3.09%). The differentiated assistance funding (DA) conservatively assumes that no district in the county meets the eligibility criteria, resulting in a decrease in DA funding of \$300,000 in the current year and subsequent years by \$333,333 and \$233,333, respectively.

3. **CRITERION: Salaries and Benefits**

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. County Office's Change in Funding Level (Criterion 2C):	1.86%	-0.07%	0.38%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-3.14% to 6.86%	-5.07% to 4.93%	-4.62% to 5.38%

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	41,850,439.00		
Budget Year (2026-27)	46,306,738.00	10.65%	Not Met
1st Subsequent Year (2027-28)	46,974,712.26	1.44%	Met
2nd Subsequent Year (2028-29)	47,501,531.18	1.12%	Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of salary and benefit costs to total expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:

(required if NOT met)

The estimated salaries and benefits for the 2026-27 fiscal year are projected to be 10.65% higher than in 2025-26. This increase includes step and column adjustments, as well as applicable fringe benefits. The budget also accounts for vacancies to ensure all positions are fully funded. Additionally, the 2026-27 budget includes key positions such as a Board Certified Behavior Analyst (BCBA), an Occupational Therapist (OT), and a STEM director to better support student need. By contrast, the prior year's budget reflects actual expenses and savings achieved from vacancies throughout the year.

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. County Office's Change in Funding Level (Criterion 2C):	1.86%	-0.07%	0.38%
2. County Office's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.14% to 11.86%	-10.07% to 9.93%	-9.62% to 10.38%
3. County Office's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.14% to 6.86%	-5.07% to 4.93%	-4.62% to 5.38%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	7,598,312.00		
Budget Year (2026-27)	6,370,422.00	-16.16%	Yes
1st Subsequent Year (2027-28)	6,370,422.00	0.00%	No
2nd Subsequent Year (2028-29)	6,370,422.00	0.00%	No

Explanation:

(required if Yes)

The 21st Century California School Leadership Academy Grant (RS 4037) accounts for the decrease in federal funds. The budgeted amount has dropped from \$1.8 million to \$500,000, resulting in a net revenue decrease of \$1.2 million. The explanation is that the 2025-26 budget includes a prior-year carryover balance, which is expected to be fully spent by June 30, 2026. The 2026-27 budget reflects only the one-year grant allocation.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2025-26)	15,911,728.00		
Budget Year (2026-27)	24,403,989.00	53.37%	Yes
1st Subsequent Year (2027-28)	24,403,989.00	0.00%	No
2nd Subsequent Year (2028-29)	24,403,989.00	0.00%	No

Explanation:

(required if Yes)

The Special Education Funding (RS 6500) has increased by \$7.5 million over the prior year, accounting for the majority of the state's revenue increase. The 2026-27 allocation includes a significant 43% increase to the base rate, raising the new statewide base rate to \$1,340 per Average Daily Attendance (ADA) for Special Education Local Plan Areas (SELPAs). This adjustment to special education for 2026-27 is the largest single-year increase in California history, aimed at addressing rising student needs and improving funding equity.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2025-26)	21,516,808.00		
Budget Year (2026-27)	22,075,662.00	2.60%	No
1st Subsequent Year (2027-28)	22,248,530.00	0.78%	No
2nd Subsequent Year (2028-29)	22,415,739.00	0.75%	No

Explanation:

(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	3,058,530.00		
Budget Year (2026-27)	2,563,063.00	-16.20%	Yes
1st Subsequent Year (2027-28)	2,644,568.33	3.18%	No
2nd Subsequent Year (2028-29)	2,717,558.43	2.76%	No

Explanation:

(required if Yes)

The 2026-27 supplies budget for the CA Community Schools Partnership Program (CCSPP) (RS 6332) has decreased by 400k, representing the majority of the decrease in the supplies category compared to the prior year. The CCSPP Program is a 5-year, one-time grant, budgeted entirely in FY 2025-26. To comply with audit requirements, the 2026-27 budget for the CCSPP Grant has been adjusted to an annual amount that is projected to be spent within one year.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	16,172,229.00		
Budget Year (2026-27)	13,474,865.00	-16.68%	Yes
1st Subsequent Year (2027-28)	13,903,365.62	3.18%	No
2nd Subsequent Year (2028-29)	14,287,098.52	2.76%	No

Explanation:

(required if Yes)

The current-year contract and other services have decreased by 16% or 2.6 million, corresponding to a revenue decrease. The 21st CSLA program (RS 4037) contract services have decreased accordingly, by approximately \$1 million. The CCSPP (RS 6332) is responsible for the rest.

4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status

Total Federal, Other State, and Other Local Revenue (Section 4B)

First Prior Year (2025-26)	45,026,848.00		
Budget Year (2026-27)	52,850,073.00	17.37%	Not Met
1st Subsequent Year (2027-28)	53,022,941.00	0.33%	Met
2nd Subsequent Year (2028-29)	53,190,150.00	0.32%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)

First Prior Year (2025-26)	19,230,759.00		
Budget Year (2026-27)	16,037,928.00	-16.60%	Not Met
1st Subsequent Year (2027-28)	16,547,933.95	3.18%	Met
2nd Subsequent Year (2028-29)	17,004,656.95	2.76%	Met

4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4B above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 4B
if NOT met)

The 21st Century California School Leadership Academy Grant (RS 4037) accounts for the decrease in federal funds. The budgeted amount has dropped from \$1.8 million to \$500,000, resulting in a net revenue decrease of \$1.2 million. The explanation is that the 2025-26 budget includes a prior-year carryover balance, which is expected to be fully spent by June 30, 2026. The 2026-27 budget reflects only the one-year grant allocation.

Explanation:
Other State Revenue
(linked from 4B
if NOT met)

The Special Education Funding (RS 6500) has increased by \$7.5 million over the prior year, accounting for the majority of the state's revenue increase. The 2026-27 allocation includes a significant 43% increase to the base rate, raising the new statewide base rate to \$1,340 per Average Daily Attendance (ADA) for Special Education Local Plan Areas (SELPAs). This adjustment to special education for 2026-27 is the largest single-year increase in California history, aimed at addressing rising student needs and improving funding equity.

Explanation:
Other Local Revenue
(linked from 4B
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4B above and will also display in explanation box below.

Explanation:
Books and Supplies
(linked from 4B
if NOT met)

The 2026-27 supplies budget for the CA Community Schools Partnership Program (CCSPP) (RS 6332) has decreased by 400k, representing the majority of the decrease in the supplies category compared to the prior year. The CCSPP Program is a 5-year, one-time grant, budgeted entirely in FY 2025-26. To comply with audit requirements, the 2026-27 budget for the CCSPP Grant has been adjusted to an annual amount that is projected to be spent within one year.

Explanation:
Services and Other Exps
(linked from 4B
if NOT met)

The current-year contract and other services have decreased by 16% or 2.6 million, corresponding to a revenue decrease. The 21st CSLA program (RS 4037) contract services have decreased accordingly, by approximately \$1 million. The CCSPP (RS 6332) is responsible for the rest.

5. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000- 1999, Objects 1000- 7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	14,665,976.00	439,979.28	463,721.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Explanation: (required if NOT met and Other is marked)	☐	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
	☐	Other (explanation must be provided)

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources), as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses², in two out of three prior fiscal years.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1. County Office's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,554,151.01	9,311,517.59	14,461,283.42
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	17,186,973.25	5,008,569.78	2,637,990.55
d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, foreach of resources 2000-9999)	(20,000.00)	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	18,721,124.26	14,320,087.37	17,099,273.97
2. Expenditures and Other Financing Uses			
a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	51,805,033.51	54,773,632.87	76,112,018.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	20,297,753.91	20,880,004.76	21,056,473.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	72,102,787.42	75,653,637.63	97,168,491.00
3. County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	26.00%	18.90%	17.60%
County Office's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	8.70%	6.30%	5.90%

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area(SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6B. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	8,364,350.41	9,754,994.48	N/A	Met
Second Prior Year (2024-25)	2,389,953.52	11,637,095.34	N/A	Met
First Prior Year (2025-26)	(560,345.00)	16,205,039.00	3.46%	Met
Budget Year (2026-27) (Information only)	785,877.00	14,665,976.00		

6C. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

7. CRITERION: Fund and Cash Balances

- A. STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹		County Office Total Expenditures and Other Financing Uses ²
1.7%	0	to \$7,913,999
1.3%	\$7,914,000	to \$19,788,999
1.0%	\$19,789,000	to \$89,047,000
0.7%	\$89,047,001	and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus
SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

73,238,172.00

County Office's Fund Balance Standard Percentage Level:

1.00%

7A-1. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

Madera and Mariposa SELPA

b. Special Education Pass-through Funds (Fund 10, resources 3300-3499,
6500-6540 and 6546, objects 7211-7213 and 7221-7223):

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
25,717,052.00	25,717,062.00	25,717,062.00

7A-2. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2023-24)	12,658,106.00	13,508,595.70	N/A	Met
Second Prior Year (2024-25)	17,211,442.00	21,878,303.11	N/A	Met
First Prior Year (2025-26)	22,087,194.00	24,268,257.00	N/A	Met
Budget Year (2026-27) (Information only)	23,707,912.00			

³ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7A-3. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

- B. Cash Balance Standard: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Ending Cash Balance County School Service Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2026-27)	40,609,644.57	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

8. **CRITERION: Reserves**

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$90,000 (greater of)	0	to \$7,913,999
4% or \$396,000 (greater of)	\$7,914,000	to \$19,788,999
3% or \$792,000 (greater of)	\$19,789,000	to \$89,047,000
2% or \$2,671,000 (greater of)	\$89,047,001	and over

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 2574, rounded to the nearest thousand.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	73,238,172.00	74,459,892.21	75,372,206.13
County Office's Reserve Standard Percentage Level:	3.00%	3.00%	3.00%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	73,238,172.00	74,459,892.21	75,372,206.13
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	25,717,052.00	25,717,062.00	25,717,062.00
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	73,238,172.00	74,459,892.21	75,372,206.13
4. Reserve Standard Percentage Level	3.00%	3.00%	3.00%
5. Reserve Standard - by Percent (Line A3 times Line A4)	2,197,145.16	2,233,796.77	2,261,166.18
6. Reserve Standard - by Amount (From percentage level chart above)	792,000.00	792,000.00	792,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	2,197,145.16	2,233,796.77	2,261,166.18

8B. Calculating the County Office's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	12,450,489.24	12,658,181.68	12,813,274.04
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,683,149.73	2,400,748.77	2,580,749.78
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	14,133,638.97	15,058,930.45	15,394,023.82
9. County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	19.30%	20.22%	20.42%
County Office's Reserve Standard (Section 8A, Line 7):	2,197,145.16	2,233,796.77	2,261,166.18
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT
met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County Office's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2025-26)	(1,767,068.00)			
Budget Year (2026-27)	(1,776,467.00)	9,399.00	.5%	Met
1st Subsequent Year (2027-28)	(1,776,467.00)	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	(1,776,467.00)	0.00	0.0%	Met
1b. Transfers In, County School Service Fund *				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. Transfers Out, County School Service Fund *				
First Prior Year (2025-26)	1,500,000.00			
Budget Year (2026-27)	1,500,000.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	1,500,000.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	1,500,000.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the county school service fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. ¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?
(If No, skip item 2 and sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Criterion S7A.

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	SACS Fund and Object Codes Used For: Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases	17,13	Rental Savings, RD Pass-thru, Facility Fees, and GF	Fund 01 Object Code 7438/7439	16,830,670
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		General Funds	Fund 01 Object Code Classified Staff (2xxx)	235,048

Other Long-term Commitments (do not include OPEB):

Lease Payable (multiple copier leases)	3-5 Years	General Funds	Fund 01 Object Code 7439	43,066
ESCAPE Financial System	5 Years	General Funds	Fund 01 Object Code 7439	1,542,246
Teach Town Curriculum	3 Years	General Funds	Fund 01 Object Code 7439	345,018
SEIS SpEd Student Database	3 Years	General Funds	Fund 01 Object Code 7439	95,862
Rubik IT Backup System (paid in full in FY 2025-26)	5 Years	General Funds	Fund 01 Object Code 7439	0
Subscription Payable (multiple programs)	3-5 Years	General Funds	Fund 01 Object Code 7439	1,717,788
TOTAL:				20,809,698

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation	1,326,384	1,346,382	1,359,882	1,381,782
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Lease Payable (multiple copier leases)	39,799	32,516	32,516	32,516
ESCAPE Financial System	728,104	756,003	786,243	817,693
Teach Town Curriculum	579,267	172,509	172,509	0
SEIS SpEd Student Database	47,931	47,931	47,931	47,931
Rubik IT Backup System (paid in full in FY 2025-26)	323,385	0	0	0
Subscription Payable (multiple programs)	0	202,959	202,959	250,890
Total Annual Payments:	3,044,870	2,558,300	2,602,040	2,530,812

Has total annual payment increased over prior year (2025-26)?	No	No	No

S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. NO - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase
in total annual payments)

Annual payments are determined by the current payment schedules, which include built-in increases. There is no fixed annual payment for Compensated Absences; the amount varies based on liabilities for classified staff's unused vacation time. The 2026-27 payments include \$1,346,382 COP, \$32,516 for Leases, \$756,003 for ESCAPE Finance System, \$172,509 for Instructional Software, \$47,931 for SEIA SpEd Students Database, and \$202,959 for Subscription Payable (SBITA) for multiple programs.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. NO - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	No	
2.	For the county office's OPEB:		
	a. Are they lifetime benefits?	Yes	
	b. Do benefits continue past age 65?	Yes	
	c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:	S7A-1 Yes, however, this is now a closed program. Only individuals employed before November 1, 1988, are eligible for the benefits.	
3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund	Self-Insurance Fund	Government Fund
		0	12,574,749
4.	OPEB Liabilities		
	a. Total OPEB liability	13,970,253.00	
	b. OPEB plan(s) fiduciary net position (if applicable)		
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	13,970,253.00	
	d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?	Actuarial	
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2025	
5.	OPEB Contributions	Budget Year (2026-27)	1st Subsequent Year (2027-28)
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method		
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,389,795.00	1,389,795.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	976,556.00	976,556.00
	d. Number of retirees receiving OPEB benefits	71.00	71.00

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1	Does your county office operate any self-insurance programs such as workers' "compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section 7A) (If No, skip items 2-4)"	No									
2	Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation: 										
3.	Self-Insurance Liabilities										
	a. Accrued liability for self-insurance programs										
	b. Unfunded liability for self-insurance programs										
4.	Self-Insurance Contributions										
	a. Required contribution (funding) for self-insurance programs	<table border="1" style="margin: 0 auto;"><thead><tr><th style="padding: 5px;">Budget Year (2026-27)</th><th style="padding: 5px;">1st Subsequent Year (2027-28)</th><th style="padding: 5px;">2nd Subsequent Year (2028-29)</th></tr></thead><tbody><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr></tbody></table>	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)						
Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)									
	b. Amount contributed (funded) for self-insurance programs	<table border="1" style="margin: 0 auto;"><tbody><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr></tbody></table>									

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	108.00	108.00	108.00	108.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End
Date:

4. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2026-27)

(2027-28)

(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5.	Cost of a one percent increase in salary and statutory benefits	123,860		
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2026-27)	(2027-28)	(2028-29)

6.	Amount included for any tentative salary schedule increases			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2026-27)	(2027-28)	(2028-29)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	1,465,143	1,465,143	1,465,143
3.	Percent of H&W cost paid by employer	94.0%	94.0%	94.0%
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2026-27)	(2027-28)	(2028-29)

Certificated (Non-management) Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	185,788	188,575	191,403
3.	Percent change in step & column over prior year	1.5%	1.5%	1.5%

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2026-27)	(2027-28)	(2028-29)

Certificated (Non-management) Attrition (layoffs and retirements)

1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified (non-management) FTE positions	251.00	255.00	255.00	255.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End
Date:

4. Salary settlement:

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

119,272

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

6. Amount included for any tentative salary schedule increases

Classified (Non-management) Health and Welfare (H&W) Benefits

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes

Yes

Yes

1,673,274

1,673,274

1,673,274

94.0%

94.0%

94.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No		

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	178,907	181,591	184,315
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	136.40	142.00	142.00	142.00

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

4. Amount included for any tentative salary schedule increases

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
1,913,276	1,913,276	1,913,276

Management/Supervisor/Confidential

Step and Column Adjustments

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
283,145	287,393	291,703
1.5%	1.5%	1.5%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Yes	Yes	Yes

S9. Local Control and Accountability Plan (LCAP)

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 16, 2026

S10. LCAP Expenditures

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

A1.	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	
A4.	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	No
A5.	Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
A8.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of County Office Budget Criteria and Standards Review

Budget, July 1
Budget 2026-27
Technical Review Checks
Phase - All
Display - Exceptions Only

Madera County Superintendent of Schools

Madera County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

EXPORT VALIDATION CHECKS

CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.)

Exception

Explanation: The Cashflow worksheet is attached.

Budget, July 1
Estimated Actuals 2025-26
Technical Review Checks
Phase - All
Display - Exceptions Only

Madera County Superintendent of Schools

Madera County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

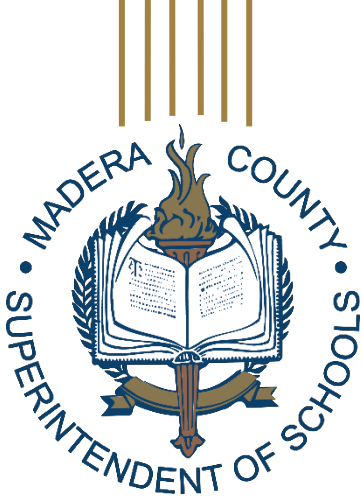
EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund.
(NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
01	0000	3140	(\$223,710.00)

Explanation: The negative expenditure in Function 3140 reflects nurse services charged to the General Fund and subsequently billed back to the programs. The timing of this report and the allocation amount have caused the variance. The projected transfer amount for this report was approximately \$200k higher than the actual costs, which resulted in a negative expense (credit balance) in the General Fund. This discrepancy has been reviewed and corrected in the general ledger. The adjustment will be reflected in the unaudited actuals report.

2026-2027 Cash Flow															Accruals	Adjustments	Form 01		Budget Diff		Budget Diff	
ObjectText	Title	Beg Balance	July Estimate	August Estimate	September Estimate	October Estimate	November Estimate	December Estimate	January Estimate	February Estimate	March Estimate	April Estimate	May Estimate	June Estimate			TOTAL	BUDGET	W/O Accruals	W/ Accruals		
9110	A. BEGINNING CASH	35,573,633.98	35,573,633.98	81,761,802.85	532,597,176.42	543,132,948.65	700,207,416.17	731,594,329.25	805,125,176.38	818,650,647.98	817,209,482.89	747,243,114.77	748,429,493.47	731,272,930.92								
	B. RECEIPTS																					
8010-8019	Principal Apportionment		409,428.00	409,428.00	736,972.00	736,972.00	736,972.00	736,972.00	736,972.00	559,107.00	461,830.00	458,365.00	457,197.00	-507,144.00	0.00	0.00	5,933,071.00	5,933,071.00	0.00		0.00	
8020-8079	Property Taxes		0.00	0.00	582,605.36	0.00	5.66	7,169,442.86	0.00	0.00	516,240.14	4,999,898.30	301,371.20	-8,735.52	0.00	0.00	13,560,828.00	13,560,828.00	0.00		0.00	
8080-8099	Misc Funds		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
8100-8299	Federal Revenue		0.00	0.00	134,275.57	563,541.15	168,815.12	130,475.83	117,985.11	67,989.60	136,553.00	295,292.67	22,648.53	6,322,834.69	-600,890.26	0.00	7,359,521.00	7,359,521.00	-600,890.26		0.00	
8300-8599	Other State Revenue		1,040,082.68	962,133.17	2,861,165.71	2,050,265.92	1,876,619.29	1,778,607.03	1,912,307.56	1,221,876.95	1,113,338.19	1,260,177.63	904,202.73	-2,857,833.01	1,782,540.15	0.00	15,905,484.00	15,905,484.00	1,782,540.15		0.00	
8600-8799	Other Local Revenue		483,374.67	476,630.63	2,499,380.07	5,100,539.37	1,582,043.24	6,436,203.45	1,396,782.69	-1,573,220.99	579,471.36	-1,655,798.23	-2,296,408.00	7,588,278.57	1,116,084.16	0.00	21,733,361.00	21,733,361.00	1,116,084.16		0.00	
8910-8929	Interfund Transfers In		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
8930-8979	All Other Financing Sources		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
	TOTAL RECEIPTS	0.00	1,932,885.35	1,848,191.81	6,814,398.71	8,451,318.44	4,364,455.31	16,251,701.17	4,164,047.37	275,752.56	2,807,432.69	5,357,935.37	-610,988.54	10,537,400.73	2,297,734.05	0.00	64,492,265.00	64,492,265.00	2,297,734.05		0.00	
	C. DISBURSEMENTS																					
1000-1999	Certificated Salaries		460,066.29	1,157,022.20	1,158,561.87	1,169,036.66	1,202,617.82	1,201,239.78	1,141,382.73	1,166,908.98	1,173,316.86	1,206,732.06	1,199,758.01	653,539.73	0.00	0.00	12,890,183.00	12,890,183.00	0.00		0.00	
2000-2999	Classified Salaries		700,339.47	1,275,560.92	1,371,432.52	1,436,298.62	1,398,070.66	1,401,637.20	1,352,894.36	1,421,977.67	1,410,564.20	1,427,218.95	1,427,068.48	1,675,292.95	0.00	0.00	16,298,356.00	16,298,356.00	0.00		0.00	
3000-3999	Employee Benefits		591,868.49	1,156,590.07	1,212,454.57	1,180,399.04	1,212,350.69	1,270,305.57	1,198,952.78	1,198,183.23	1,250,237.31	1,246,259.10	1,203,905.11	991,834.03	0.00	0.00	13,713,340.00	13,713,340.00	0.00		0.00	
4000-4999	Books and Supplies		30,682.94	64,040.73	116,573.42	105,375.32	95,534.04	117,297.79	97,633.83	62,937.45	99,078.27	83,852.71	134,374.57	1,812,365.29	-11,715.37	0.00	2,808,031.00	2,808,031.00	-11,715.37		0.00	
5000-5999	Services		289,302.88	292,157.82	750,447.40	541,299.78	236,934.16	970,565.87	524,709.92	478,454.28	752,571.63	321,037.20	370,574.67	12,600,239.15	-110,324.76	0.00	18,017,970.00	18,017,970.00	-110,324.76		0.00	
6000-6599	Capital Outlay		723,448.20	181,182.23	224,260.23	281,966.59	139,220.67	143,288.96	290,443.55	431,416.89	349,988.45	150,342.17	94,550.75	7,282,940.76	-136,862.45	0.00	10,156,187.00	10,156,187.00	-136,862.45		0.00	
7000-7499	Other Outgo		575,938.44	2,336.72	791,032.44	459,838.93	2,336.72	-85,921.64	3,185.13	1,370.34	145,853.63	3,185.13	257,761.13	22,692.14	-13,939.11	0.00	2,165,670.00	2,165,670.00	-13,939.11		0.00	
7600-7629	Interfund Transfers Out		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,200,000.00	0.00	0.00	1,200,000.00	1,200,000.00	0.00		0.00	
7630-7699	All Other Financing Uses		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
	TOTAL DISBURSEMENTS	0.00	3,371,646.70	4,128,890.70	5,624,762.46	5,174,214.95	4,287,064.75	5,018,413.54	4,609,202.31	4,761,248.84	5,181,610.35	4,438,627.33	4,687,992.73	26,238,904.04	-272,841.70	0.00	77,249,737.00	77,249,737.00	-272,841.70		0.00	
	D. BALANCE SHEET																					
	Assets																					
9111-9199	Cash Not In Treasury	6,780.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,780.44	2,130.00	0.00	-2,130.00	-6,780.44				
9200-9299	Accounts Receivable	24,269,268.38	72,145,847.43	451,932,113.64	8,929,264.55	153,131,006.70	28,377,593.55	59,418,644.52	12,736,343.48	48,353.31	-70,520,542.79	286,130.80	-14,994,847.48	-677,220,639.32	-2,299,864.05	0.00	2,299,864.05	-24,269,268.38				
9310	Due From Other Funds	153,862.54	-339,202.37	-51,994.51	-2,813.72	-99,873.73	0.00	0.00	0.00	0.00	-23,204.78	0.00	0.00	517,089.11	0.00	0.00	153,862.54	-153,862.54				
9320	Stores	6,884.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,884.06	-10,643.51	0.00	10,643.51	-6,884.06				
9330	Prepaid Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
9340	Other Current Assets	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
9490	Deferred Outflows of Rs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	SUBTOTAL ASSETS	24,436,795.42	71,806,645.06	451,880,119.13	8,926,450.82	153,031,132.97	28,377,593.55	59,418,644.52	12,736,343.48	48,353.31	-70,543,747.57	286,130.80	-14,994,847.48	-676,689,885.71	-2,308,377.56	0.00	2,462,240.10					
	Liabilities	0.00																				
9500-9599	Accounts Payable	6,915,351.98	24,179,714.84	-1,235,953.34	-419,685.15	-766,231.06	-2,931,928.97	-2,878,915.00	-1,234,283.06	-2,995,977.88	-2,951,557.12	19,060.14	-3,137,266.21	-1,799,040.10	262,198.19	0.00	2,805,216.69	-6,915,351.98	-3,067,414.88		-2,805,216.69	
9610-9620	Due To Other Funds/Groups	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
9640	Current Loans	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
9650	Deferred Revenues	70,937.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	70,937.44	0.00	0.00	0.00	-70,937.44				
9690	Deferred Inflows of Rs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	SUBTOTAL LIABILITIES	6,986,289.42	24,179,714.84	-1,235,953.34	-419,685.15	-766,231.06	-2,931,928.97	-2,878,915.00	-1,234,283.06	-2,995,977.88	-2,951,557.12	19,060.14	-3,137,266.21	-1,728,102.66	262,198.19	0.00	2,805,216.69					
	Nonoperating																					
9910	Suspense Clearing - Audit Adj	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
	TOTAL BALANCE SHEET	17,450,506.00	47,626,930.22	453,116,072.47	9,346,135.97	153,797,364.02	31,309,522.52	62,297,559.51	13,970,626.54	3,044,331.19	-67,592,190.45	267,070.66	-11,857,581.27	-674,961,783.05	-2,570,575.75	0.00	-342,976.59	Ending Bal Sheet Accts				
	E. NET INCREASE/DECREASE		46,188,168.87	450,835,373.57	10,535,772.23	157,074,467.52	31,386,913.08	73,530,847.14	13,525,471.60	-1,441,165.09	-69,966,368.12	1,186,378.69	-17,156,562.54	-690,663,286.36	0.00	0.00	-12,414,495.41					
	F. ENDING CASH		81,761,802.85	532,597,176.42	543,132,948.65	700,207,416.17	731,594,329.25	805,125,176.38	818,650,647.98	817,209,482.89	747,243,114.77	748,429,493.47	731,272,930.92	40,609,644.57		0.00	17,450,506.00	Beg Bal Sheet Accts				
	G. ENDING CASH + ACCRUALS																40,609,644.57	Ending Cash				



Tricia Protzman
Superintendent of Schools

Agenda Item 8.7

Board of Education Action Item June 16, 2026

Topic:

Consideration of Annual Federal Addendum To LCAPs

8.7.1 Madera County Superintendent of Schools

8.7.2 Pioneer Technical Center

8.7.3 Madera County Independent Academy

Background:

Local educational agencies applying for ESSA funds must complete the LCAP Federal Addendum as part of meeting the requirements for the ESSA LEA Plan. LEA's should review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning. The LEA must address the strategy and Alignment to the goals of the LCAP. ESSA funds are supplemental to state funds and should not drive the LCAP development.

Financial Impact:

No financial impact.

Resource:

Frederick Cogan

Executive Director

Career & Alternative Education Services

Recommendation:

Approval of the Federal Addendum to each LCAP.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2026-2027**

8.7.1

LEA name:

*Madera County Superintendent of
Schools (MCSOS): Endeavor/Voyager
Secondary Schools*

CDS code:

20-10207-2030153

Link to the LCAP:

(optional)

www.mcsos.org

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

Note: Student Support and Academic Enrichment Grants for Madera County Superintendent of Schools (MCSOS) include Title I, Part A, Title I, Part D, Title II, Part A, and Title IV, Part A. MCSOS does not receive Title III, Part A funding, and therefore will not be addressed in this document.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

MCSOS will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies 2) Supporting effective instruction and 3) Providing student support and academic enrichment grants for all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All efforts will be made to align the programs funded by the state and federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCSOS recruits, retains, and develops qualified educators for the purpose of educating students within the Endeavor/Voyager school program as articulated in LCAP Goal 1, Actions 1, 2, 3, 4, 5, 8, and 16. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (i.e. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

All Endeavor/Voyager incarcerated youth are taught by experienced teachers in Alternative Educational Placement Settings. All students attending Endeavor/Voyager are classified as Socio-Economically Disadvantaged and qualify for the Free-and-Reduced Meals Program.

Are low-income students taught at higher rates than other students by ineffective* teachers? **No**

Are minority students taught at higher rates than other students by ineffective* teachers? **No**

Are low-income students taught at higher rates than other students by inexperienced teachers? **No**

Are minority students taught at higher rates than other students by inexperienced teachers? **No**

Are low-income students taught at higher rates than other students by out-of-field teachers? **No**

Are minority students taught at higher rates than other students by out-of-field teachers? **No**

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1 - Basic Services)

Madera County Superintendent of Schools' Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all Endeavor/Voyager classrooms. Administrators and principals will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers takes place. Endeavor/Voyager students have direct access to Common Core State Standards-aligned curriculum in all core areas. All Endeavor/Voyager staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption.

Facilities are formally inspected on an annual basis, and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. Endeavor/Voyager has a deferred maintenance plan for maintaining all systems of the physical school plant. Necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and for all new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback on Endeavor/Voyager systems that address equity gaps for all students. No equity gaps were identified during the educational partner input process.

*In California, "ineffective" means "misassigned."

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has clearly defined the needs, and plan for addressing said needs, in Goal 1, Actions 2, 12; Goal 2, Actions 1, 4, 5, 6, 7; Goal 3, Actions 1-6. The Endeavor/Voyager staff considers parents and families invaluable equal partners in the educational process for students. Their collective input and participation with the educational program continuously provide for a broader view of the successes and challenges of the program. Parent engagement comes in

many forms including formal and informal practices. Such methods include parent conferences, parent leadership on committees such as School Site Council and English Learner Advisory Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

The LEA was proactive this year giving ample notice for participation in the process of providing input. Meeting notices were posted at each site and were also shared via ParentSquare to maximize parent and family participation. Meetings were held at various sites and times to increase opportunities for attendance. MCSOS included students, staff and community members. Additional input was provided at the MCSOS Career Alternative Education Services (CAES) combined School Site Council (SSC), which also provided input and approval. All LCAPs are posted on the MCSOS website and accessible in English and Spanish. Parent and family engagement policies are reviewed and approved by the SSC and are sent home to students and families at the beginning of the year.

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The LEA helps parents better understand state academic standards by providing access to the CCSS link on the MCSOS Website, including notifications of state and local academic assessments prior to CAASPP testing and monitoring student progress. Parents work directly with academic counselors and can communicate with principals and teachers to improve the achievement of their children. Many students enrolled at Endeavor/Voyager Schools come from other districts, and CAES academic counselors work to request academic records expediently from districts of residence. Students are assigned appropriate courses, credit recovery and progress monitoring is conducted regarding student progress toward graduation. Finally, CAES parents are given a handbook at the beginning of the school year to provide academic guidance, and also have access to the School Accountability Report Card (SARC) and other resources. Parents are encouraged to participate in all educational partner meetings and governance committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) and the Parent Advisory Committee (PAC).

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Training regarding the proper use of technology and digital literacy is provided by CAES educators at one of four annual training sessions and teachers outline technology expectations particularly with CAES incarcerated youth. LightSpeed Classroom management System is a technology monitoring program utilized by Endeavor/Voyager staff to limit student access while on the internet and non-educational websites. Policies and procedures regarding the use of technology are set and enforced by the Juvenile Probation Department. Finally, all Foster Youth (FY) and Homeless (H) youth inquiries are directed to the Madera County Foster Youth and Homeless Liaison.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The LEA works closely with the Madera community by hosting several parent workshops, quarterly SSC and ELAC meetings and parent training workshops, and such meetings include a variety of topics to support the academic success of their children. Teachers use ParentSquare to contact and inform parents of student progress, including Individualized Educational Plan (IEP) meetings, and invitations to community events, such as essay and poetry contests, as well as “Wreaths Across America,” where Cadet Academy students from participate. Parents and families are also invited to attend their child’s events.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Parents of incarcerated youth are invited to all CAES parent nights, activities, and events. Parents are also included in graduation ceremonies for their children when they graduate from the Voyager Cadet Academy. CAES school counselors provide services to parents to assist with college matriculation and financial aid applications (FAFSA) for those students preparing to graduate from high school and matriculate to community college.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA sends all parent information via ParentSquare or mailer, in both English and Spanish.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

Endeavor/Voyager staff members are always available by phone or other means to answer and support the needs of the community, and to notify parents of events and send home specific all school events that involve the LEA. This year, ParentSquare is the primary parent communication tool for all CAES schools’ messaging needs.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Endeavor/Voyager staff members provide a copy of the Annual Mandatory Notices for Parents and Guardians to all parents in English and Spanish, as well as a Parent Handbook.

ParentSquare is used for keeping parents informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish.

Describe how the LEA will align parent involvement required in this section with the LCAP Stakeholder engagement process.

Educational partner engagement events were held for this year at MCSOS, PTC and MCIA. Input from these meetings included community, staff, students, site principals and Program Directors. Since many students have attended multiple MCSOS school sites, parents and

families are welcome to participate in ongoing engagement meetings including SSC, ELAC, DELAC, LCAP and Parent Advisory Committee (PAC) meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Per the 2025 California School Dashboard, Endeavor/Voyager students are 100% Socioeconomically Disadvantaged, 37.9% English Learners, and 0% Foster Youth. Federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistant for classroom instruction, formative assessments including i-Ready for monitoring student learning for SED and EL students.

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

Endeavor/Voyager is not a TAS school. However, methods and instructional strategies that strengthen the academic program include one-to-one instruction, small group instruction for designated ELD class, technology integration with Chromebooks to support literacy. The quality of learning time is increased with a mandatory acceleration intervention for all students below grade level as measured by i-Ready proficiency scores in ELA and Math. An Instructional Assistant also provides support during the day for all students.

Endeavor/Voyager provides enriched/accelerated curriculum through Edgenuity online curriculum. This curriculum also addresses the needs of any at-risk youth who are not meeting academic progress by providing a credit recovery pathway. Professional Development (PD) is ongoing and provided to all staff members in topics including ELA, ELD, Social-Emotional Learning (SEL), technology integration and Mathematics.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. **N/A**

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

Endeavor/Voyager is not a Targeted Assistance School (TAS).

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

A MCSOS school counselor provides academic guidance and counseling services to Homeless students at enrollment to ensure appropriate courses are assigned. All students are evaluated to determine possible qualification for modified graduation track per state requirements. The counselor continues with academic services through regular meetings with students to monitor attendance and provide feedback on progress toward graduation. Students preparing to transition back to their districts of residence meet with their counselor to receive updated academic progress and referral to FY/H Liaison at their respective school sites. Students preparing to graduate from high school receive assistance for college matriculation and completion of financial aid documents, as well as information and assistance post-secondary options. These services are provided in coordination with the LEA under the McKinney-Vento Homeless Assistance Act. Homeless students are identified through a residency questionnaire and by staff referrals throughout the year. The school psychologist makes monthly phone calls to ensure student attendance and to identify areas of academic and social-emotional concern. Referrals are made when necessary. Monthly parent workshops are held where parents receive information regarding topics such as the Special Education referral, McKinney-Vento rights, how to support the social-emotional wellbeing of their child, Human Trafficking Prevention, etc. All homeless students are invited to participate in quarterly post-secondary preparation workshops and college/university field trips. If a student returns to a home district outside of the Madera County Superintendent of Schools organization, the Counseling Specialist will follow up with the district of residence to ensure student enrollment. This role assists parents to connect with services such as, but not limited to, mental health, educational resources, and medical services to name a few.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

School counselors work closely with graduating seniors to ensure they are applying and/or are eligible for college and career pathways. Counselors present and provide Registration to Go (RTG) presentations throughout the year. School counselors work closely with students and teachers to determine eligibility for modified graduation programs. Teachers and counselors assign appropriate courses for all students to ensure meeting high school graduation requirements of their respective home districts. Counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable – **N/A**

Middle grades to high school, if applicable.

Although there are few middle school students at Endeavor/Voyager, teachers individualize lessons and coursework to meet the grade level and proficiency needs of each student. High school students are provided courses to meet diploma requirements and are given credit recovery work to make-up deficient credits. There are also external learning opportunities to participate in public performances such as essay and poetry contests which support social-emotional learning.

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Students receive assistance in completing financial aid applications and matriculation in local community college. School counselors invite guest speakers to present information on topics of interest to students, including Grizzly Academy, Job Corps, and other organizations.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

Endeavor/Voyager does not have a GATE (Gifted and Talented Education) Program but provides enrichment opportunities in the form of arts, poetry writing, public speaking, and essay contests. Through strong partnerships with two Rotary clubs in Madera, Endeavor/Voyager was able to get donations to purchase books and establish a library with many options for students to read. Finally, students have access to Chromebooks to practice academic skills and increase i-Ready diagnostic proficiency scores, academic intervention/acceleration, and digital literacy skills.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program to be assisted by Title I, Part D.

MCSOS serves students at Endeavor School (Juvenile Hall) and Voyager School (Cadet Academy) for all Madera County Districts. The goal of MCSOS's Career and Alternative Educational (CAES) Services staff is to assist students in returning to their districts of residence by encouraging them to attend school on a regular basis, earn passing grades with a "C" or better in all classes, and be model citizens upon release from incarceration. Using CARS reporting of demographic data for school year 2024-25, Endeavor/Voyager staff served 192 students over the course of the year, spanning grades 7-12. Enrollment continuously fluctuated due to the specific student population served. Demographically, approximately 75% of students were Hispanic, 12.5% White, and 8.9% African American. Also, 20.3% of students enrolled at Endeavor/Voyager were English Learners (EL) with Spanish being the primary language spoken in the home. All students participate in the school lunch program as wards of the court. Approximately 19.3% of the students identified as special needs. Of these students identified, the majority entered Alternative Education programs with existing Individualized Education Plans (IEPs). Service delivery models include general education

teachers that provide individual, small group, and whole classroom instruction. Additionally, special education staff support student learning in an inclusive setting. Instructional strategies and actions/services are implemented that benefit all student groups including those specifically identified in this document.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

Collaboration with Madera County Juvenile Probation allows for the physical and social-emotional safety of students, teachers, staff, and probation officers. Agreements in place address the technological needs for academics, as well as opportunities for students to participate in learning opportunities, community events, and athletic competitions beyond the scope of the facility program.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

Madera County Juvenile Probation has measures in place to ensure the safety of all students, teachers, staff, and probation officers. Continued conversations have created increased opportunities for students to have access to technology, which allows for online courses and extended learning beyond the classroom. Teachers and school counselors work to contact home districts to support students enrolling in appropriate courses. Even though graduation requirements are different, every effort is made to ensure students will not fall behind

academically but continue to progress toward graduation with their classmates upon return to their districts of residence.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

School counselors work to contact home districts to support students enrolled in appropriate courses. Even though the graduation requirements vary contingent on home district, every effort is made to ensure students continue to make progress toward graduation and be able to graduate with their class. Records are requested from, and sent to, home districts quickly. Since many students attend schools operated by MCSOS Career Alternative Education Services, academic records are accessed without negatively impacting students despite their transiency. School counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Incarcerated students are provided with academic and mental health services, including academic counseling, academic presentations, health presentations from the Madera County Public Health Department, as well as alcohol/drug counseling. Also, an RSP teacher supports students on a “push-in” or “pull-out” basis depending on the needs of the student or the activities planned for the class.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, childcare, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. **If a student returns to a home district outside of the Madera County Superintendent of Schools organization, the Counseling Specialist and/or Aftercare Liaison will follow up with the district of residence to ensure student enrollment. Students returning to a CAES school receive uninterrupted services, as established relationships with behavioral health, public health, probation, and an on-site school psychologist are available to support the academic and social-emotional needs of the student. Since the Foster/Homeless Liaison is also a CAES school counselor, services are immediately available to all qualified students. Services for students with IEPs will many times continue with the same teacher, as they are already part of the RSP teacher's caseload.**

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Currently, there are not many established partnerships with local businesses. However, school counselors work to ensure graduates have completed their FAFSA applications and community college registration. Rotary clubs provide regular presentations to students enrolled in the Cadet Academy, which include various topics to develop job-ready skills. As a result of Proposition 28 funding for Arts and Music, funds will be used to provide instruction in Arts and Music, and supply students with arts supplies for art classes. Aside from the skills learned to become an artist, students will benefit from the social-emotional aspects of art and music.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

Collaboration with Madera County Juvenile Probation and MCSOS continues to explore opportunities to increase parent engagement, as it will benefit students' academic progress and behavior. The high transiency rate of incarcerated students, combined with shorter sentence time (37 days on average for School year 2024-2025; CARS Reporting), make on-going parent participation more difficult. With familiarity of other CAES programs, parents have opportunities to participate in formal committees and educational partner meetings. Parents are contacted by teachers, who inform them of student progress or concerns in the classroom as well as being invited to any scheduled IEP meetings.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

The LEA is working with the corrections department to provide more opportunities to explore Career Technical Education pathways. Given the proximity to the other CAES educational sites, it is possible to create viable options for incarcerated students. An Introduction to Welding Course using virtual welders provides students with hands-on experience, and the course will increase interest in students accessing Career Technical Education courses upon returning to their home district or CAES schools. If a student returns to a home district outside of the Madera County Superintendent of Schools organization, the Counseling Specialist will follow up with the district of residence to ensure student enrollment. Some of the tasks needed is connecting with new school counselor, help coordinate intervention needs and other academic and SEL support structures as needed.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Students enrolling in Pioneer Technical Center from the Juvenile Detention Center have an on-site Probation Officer that assists in supporting students' needs without students having to miss school. Behavioral health counselors and a school psychologist can also meet with students while remaining on campus. The proximity of the Madera County Juvenile Probation Department being in the same parking lot allows for student needs to be met without the challenge of requiring additional transportation.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

Teachers, along with the commander of the Juvenile Detention Facility, are informed of students' academic needs. Regular communication among the administrator and principal, teachers, and corrections staff ensures students' needs are assessed and met. Treatment team meetings are scheduled regularly and include personnel from various departments, including, probation, corrections, behavioral health, medical, and MCSOS teachers and principal to address the unique needs of some students requiring greater academic and mental health support.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Students can transition to charter schools within the MCSOS system where independent study is offered. Students can access Career and Technical Education, and other electives, and many on-line course offerings within the charter school.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for Endeavor/Voyager, and actions to directly contribute to both are articulated in the MCSOS LCAP, specifically Goal 1, Actions 2, 3, 4, 5, 8; Goal 2, Action 7. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the Endeavor/Voyager program.

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.

Teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members. Additionally, specific staff PD in ELA, ELD, SEL and Math is provided, with options to seek out and attend additional research-based professional development opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.

Principals are provided ongoing professional growth and development throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking Prevention, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/Charter School Compliance Training.

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

Other school leaders receive the same opportunities for professional growth and development. As Endeavor/Voyager is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored Preliminary Administrative Services Credential (PASC) Program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.

The primary source of input for professional growth at Endeavor/Voyager is student assessment scores and staff surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators and illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas.

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child include social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators of learning.

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

As society develops, so must the educational system to compete with the demands of these societal changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to support student learning and achievement.

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

Data drives instruction and professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

A Professional Learning System facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community, not merely teachers. Focus on data should assist targeting areas of growth.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

All staff members were given the opportunity to provide input for professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for targeted focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. Endeavor/Voyager staff are provided PD/PLC time every Friday from 7:45–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and Endeavor/Voyager priorities with the needs of Endeavor/Voyager students to state and federal requirements.

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The LEA evaluates current systems of professional growth and training with relevant staff survey feedback and data results from ongoing student assessments.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.

Since the CAES division consists of four schools serving similar student populations, training and professional development is determined by the needs of each school population, data results, and staff input.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

All Endeavor/Voyager students are considered low performing, socio-economically disadvantaged, and mostly credit deficient. Title II funds are utilized strategically to ensure student needs are met with the appropriate training for teachers specifically in the areas of SEL, Math, and ELD instruction.

Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

The LEA meets with staff, educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

Title II funding usage is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready formative assessments.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

The LEA annually monitors and evaluates Title II, Part A activities and analyzes data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.

Describe the ways in which the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

The LEA consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via educational partner input meetings, surveys and ongoing PLC format meetings that welcome and encourage input/feedback regarding the Endeavor/Voyager programs.

Explain how often the LEA meaningfully consults with these educational partners.

LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

The LEA conducts, reviews and evaluates needs assessments for its students via multiple measures and selects appropriate, relevant, and meaningful professional development for its staff members.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Endeavor/Voyager staff develop students academically by providing a technology rich program where every student has access to technology as part of the learning process. Teachers are provided smart devices for use in their classrooms as part of the educational program. Endeavor/Voyager staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 3, 4, 5, 6, 9, 10, 11, 14, and 15; Goal 2, Actions 3 and 7; and Goal 3, Action 5.

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).

Surveys and educational partner feedback are utilized throughout the school year and input from staff members is analyzed and discussed during PLCs, SSC/ELAC, LCAP, DELAC meetings, etc. Staff surveys are used as well as Parent/Student Surveys to obtain information that aids the decision-making process for the benefit of the students enrolled in the Endeavor/Voyager academic program.

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement). **N/A**

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

The LEA has a mutual partnership with several entities in the local community, including two rotary clubs. School counselors also work closely with staff from the local community college to facilitate college registration, and completion of financial aid documents.

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

The LEA will continue to explore how to safely increase the integration of technology with support from MCSOS Instructional Technology (IT) staff and LightSpeed Classroom Management System to monitor safe access to meaningful Career and Technical Educational opportunities.

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.

To support safe and healthy students, Title IV funds include developing and incorporating a Positive Behavior Incentive Program, trauma-informed professional development for students and staff, and Drug and Alcohol Prevention Program presentations. Public Health Educators from Madera County Department of Public Health will present information to students on a variety of health topics and local resources to support healthy lives.

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

Title IV funds will be used for supporting the effective use of technology with the purchase of the Edgenuity online-curriculum to supplement the course offerings at Endeavor/Voyager and provide additional support for teachers and purchasing and utilizing class sets of chrome books.

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Evaluation of program effectiveness includes indicators such as increased student achievement, higher student engagement and attendance, positive responses on climate assessment surveys from staff, students and parents, a greater choice of enrichment activities/destinations for students and increasing CTE pathways offered at Endeavor/Voyager.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2026-2027**

8.7.2

LEA name:

Pioneer Technical Center (PTC)

CDS code:

20-10207-2030229

Link to the LCAP:

(optional)

www.mcsos.org

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

Note: Student Support and Academic Enrichment Grants for Pioneer Technical Center (PTC) include Title I, Part A, Title II, Part A, and Title IV, Part A. PTC does not receive Title I, Part D and Title III, Part A funding, therefore will not be addressed in this document.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Pioneer Technical Center will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies 2) Supporting effective instruction and 3) Providing student support and academic enrichment grants for all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All efforts will be made to align programs supported by state and federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

- A) Students with high needs or at-risk are given appropriate access to on-site interventions and resources. Target focus groups (based on CDE Dashboard results = English Language Learners, Hispanic students and Socio-Economically Disadvantaged students)
- B) Teachers have been trained in Effective Relationship Building and will continue to be trained in alternative methods of progressive discipline to lower referral and suspension rates.
- C) During the COVID-19 pandemic, discipline issues and suspensions dropped to record lows as students were off campus for approximately 18 months. As students have returned to in-person, the learning format has resumed with a full-independent study learning model. As a result student behavior has not been an issue this year at Pioneer Technical Center.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The staff of Pioneer Technical Center (PTC) recruits, retains, and trains qualified educators for the purpose of educating students within the PTC non-classroom-based charter school program as articulated in LCAP Goal 1, Actions 2, 3, 4, 5, 8, 10, 15, and 16. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (i.e. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **All PTC students are taught by fully credentialed teachers experienced in the Alternative Educational Placement setting. In addition, students attending PTC are predominantly Socio-Economically Disadvantaged and qualify for the Free-and-Reduced meals program.**

Are low-income students taught at higher rates than other students by ineffective* teachers? **No**

Are minority students taught at higher rates than other students by ineffective* teachers? **No**

Are low-income students taught at higher rates than other students by inexperienced teachers? **No**

Are minority students taught at higher rates than other students by inexperienced teachers? **No**

Are low-income students taught at higher rates than other students by out-of-field teachers? **No**

Are minority students taught at higher rates than other students by out-of-field teachers? **No**

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1-Basic Services)

Madera County Superintendent of Schools' Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all PTC classrooms. PTC administrators and principal will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers. PTC is a non-classroom-based independent study charter school, and all students have direct access to Common Core State Standards-aligned curriculum in all core areas. All PTC staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption. Facilities are inspected formally on an annual basis and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. PTC has a deferred maintenance plan for maintaining all systems of the physical school plant. Necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback on PTC systems that address equity gaps for all students. No equity gaps were identified during the educational partner input process.

*In California, "ineffective" means "misassigned."

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has clearly defined the needs, and plan for addressing said needs, in Goal 3, Actions 1-5. The PTC staff considers parents and families invaluable equal partners in the educational process for PTC students. Their collective input and participation with the PTC program continuously provides for a broader view of the successes and challenges of the program. Parent engagement comes in many forms including formal and informal practices. Such methods include parent meetings and conferences, parent participation in school activities

and trips, parent leadership on committees such as School Site Council and English Learner Advisory Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

The LEA was proactive in giving ample notice to parents for participation in the input gathering process. Educational partner input meetings were held for PTC including students, staff, and community members in this process. The Parent and Family Engagement Policy was reviewed by the School Site Council for CAES schools and adopted for this school year.

Describe how the LEA will aid parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The LEA helps parents better understand the state academic standards by providing access to a CCSS link on the MCSOS Website, notifications of the State and local academic assessments prior to CAASPP testing, and monitoring student progress through updated PowerSchool log-in entries. Parents work directly with PTC educators to improve the achievement of their children. Parents meet with a school counselor at enrollment and are provided with an overview of the PTC program. Counselors provide parents with their child's schedule during the initial meeting and inform parents of academic requirements for graduation. Finally, parents are given a handbook at the beginning of the school year to provide guidance for academics as well as access to the School Accountability Report Card (SARC). The handbook is available in English and Spanish, and parents are encouraged to participate in the School Site Council (SSC) and the English Language Advisory Committee (ELAC) governance committees.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Training for parents in the proper use of technology and digital literacy for their children is provided by PTC teachers and school counselors. Staff members outline the technology expectations in the CAES Student 1:1 Handbook and PTC Parent Handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the CAES Foster/Homeless Youth Liaison. The county-wide Foster Youth Services Coordinating Program (FYSCP) offers monthly Parent Connection workshops that include topics in digital literacy. Parents are given information on various digital platforms used by PTC students, the student information system/parent portals to view their child's grades and attendance, tips for using technology, and parents are provided support in the use of ParentSquare.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The LEA works closely with the communities of Madera and Chowchilla to build strong partnerships. Parent workshops, quarterly SSC and ELAC meetings and parent information nights are held throughout the year. ParentSquare communication provides access in both English and Spanish to all community members to inform and invite parents to events such as Open House, Back to School Night, and Parent/Teacher Conferences.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Teachers have ongoing communication with parents and provide numerous opportunities for parents to participate in educational partner meetings and formal committees and encourage input on increasing support to students and families. Parents are encouraged to attend Student Appreciation Assemblies to recognize student achievement. CAES school counselors provide workshops in English and Spanish on various topics of interest to families. PTC staff provide parent learning opportunities for helping their children with curriculum while on independent study.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

PTC staff provides a copy of the Annual Mandatory Notices for Parents and Guardians to all parents in English and Spanish, as well as a Parent Handbook. ParentSquare is used for keeping parents informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various educational partner meetings and formal committees encourage input to increase support for students and families. CAES school counselors provide several workshops based on parent survey feedback. All activities are held in English and Spanish. PTC staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

PTC's annual notification booklet is printed in English and Spanish. PTC staff members are available to interpret into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. The PTC campus is ADA compliant and accessible by all students and parents with disabilities and mobility issues. All school reports including LCAP and SARC are translated into Spanish. PTC staff will also use virtual meetings as an option when needed to increase access for students, parents, and guardians.

Describe how the LEA will align parent involvement required in this section with the LCAP Educational partners engagement process.

Parent involvement and educational partner engagement is an ongoing process and is incorporated into the 2026-27 LCAP in many ways. PTC students, staff and community are given the opportunity to provide input and feedback in formal and informal meetings. Formal meetings include a designated LCAP input meeting (held via Zoom) SSC, ELAC and Parent Advisory Committee (PAC) meetings. Partner engagement includes the above-mentioned and weekly ATT meetings with

follow-up participation check-ins for all Pre-K-8 grade students, as well as ongoing dialogue between school staff and families. For Foster and Homeless students, families are asked to provide input through a ParentSquare survey as well as using Google Docs. Phone calls are also made to families to obtain input.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Per the 2025 California School Dashboard data, PTC students are 94.7% Socioeconomically Disadvantaged, 30% English Learners, and 0% Foster Youth for the 2024-2025 School Year. As stated in the PTC LCAP, Goal 1, Actions 4, 6, 8, 9, 10, 12 and 14, federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistants for classroom instruction, formative assessments including i-Ready for monitoring student learning for SED and EL students.

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

PTC is not a TAS school. However, methods and instructional strategies that strengthen the academic program at PTC include Independent Study ATT appointments with one-to-one instruction, small group instruction for designated ELD class, technology integration with Chromebook Laptops and an Accelerated Reader Program to support literacy. The quality of learning time is increased with a mandatory Acceleration Class for all students below grade level as measured by i-Ready proficiency scores in ELA and Math. Instructional Assistants also provide support during the day for all students. PTC provides enriched/accelerated curriculum through Edgenuity online curriculum. This curriculum also addresses the needs of any at-risk youth who are not meeting academic progress by providing a credit recovery pathway. Professional Development (PD) is ongoing and provided to all PTC staff members in topics including ELA, ELD, Social-Emotional Learning (SEL), technology integration and Mathematics.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. **N/A**

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

PTC is not a Targeted Assistance School (TAS) school.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

A CAES School Counselor provides services for homeless students at (1) initial enrollment (2) during attendance monitoring and (3) success of homeless children and youth. Coordination with the services of the LEA is provided under the McKinney-Vento Homeless Assistance Act (AB 1806). Homeless students are identified through a residency questionnaire at enrollment and through referrals during the school year. A school psychologist conducts monthly check-ins with all homeless families to identify academic and social emotional needs as well as to make referrals as necessary. The school counselor ensures that any new 11th or 12th grade student is screened for AB1806 and placed on a modified graduation plan if eligible. Additionally, the school counselor ensures that students get credit for all satisfactorily completed coursework, including partial credits. Homeless students are invited to participate in quarterly post-secondary preparation workshops, Senior Support workshops, and college/university field trips.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

At PTC, school counselors work closely with graduating seniors to ensure students are eligible for college and career pathways. Counselors assist college matriculation by coordinating the Registration to Go (RTG) community college presentation and enrollment process to parents and students multiple times per year.

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable.

PTC Madera is a grades 9-12 high school program, and the satellite location of PTC Chowchilla is a grades 5-12 program.

Middle grades to high school, if applicable.

MCIA provides a Pre-K-8th Independent Study program where students have the option to matriculate to the PTC program. An orientation and tour are provided at the end of the school year for all interested students and families.

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

PTC annually coordinates college tours and field trips with institutions of higher education such as CSU Fresno, CSU San Jose, and UC Merced. In addition, PTC staff partners with local employers through the Madera County Compact, connecting local businesses and other local partners to PTC and a CTE pathway. PTC currently does not offer dual enrollment or high school credit for college courses. PTC students in their third or fourth year of high school, however, do have the opportunity to participate in the High School Enrichment Program at the local community college if they meet the criteria. Approval must be obtained by the school counselor and administrator for students to enroll. Career counseling is provided to all PTC students including the use of a career interest survey to identify student interests and skills.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following:

(1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

PTC does not offer a Gifted and Talented Education (GATE) Program, nor a screening process for such but provides enrichment opportunities in the form of arts education and external field trips to destinations such as Monterey Bay Aquarium, San Francisco, Sacramento State Capitol, Hearst Castle, and Yosemite National Park. Some elective courses are available via Edgenuity Online Curriculum. Both PTC sites have technology pods of desktop computers for all students. PTC Madera and Chowchilla are both 1:1 Chromebook device schools, available for student usage. Students have access to these devices to take online diagnostics, i-Ready intervention courses in ELA and Math, increase their digital literacy skills and access online curricula to improve their academic growth and achievement. Students are also offered hotspots as needed for internet connectivity. Although federal funding is not used for building the school library for PTC students, all academic acceleration students participate in the Accelerated Reader program funded using other resources.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for PTC, and actions to directly contribute to both are articulated in the PTC LCAP, specifically Goal 1, Actions 3, 4, 5, 8, 10, 13, and 15; Goal 2, Action 5. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the PTC professional development program.

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.

PTC teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members.

Additionally, specific staff PD in ELA, ELD, SEL, MTSS and Math is provided for all staff, with options to seek out and attend additional research-based professional development opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are also encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.

Principals are provided ongoing professional growth and development throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/Charter School Compliance Training.

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

Other school leaders also receive the same opportunities for professional growth and development. As PTC is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored preliminary administrative services program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.

Describe the data including sources and kinds of information that guide professional learning priorities, design, and assessments.

The primary source of input for professional growth at PTC is 1) Student assessment scores and 2) Staff Surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators, illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas this year, particularly in Math.

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child includes social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators of learning.

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

As society develops, so must the educational system to compete with the demands of these changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to support student learning and achievement.

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

Data drives instruction and professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

A Professional Learning System facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community, not merely teachers. Focus on data should assist the targeting areas of growth.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

All PTC staff were given the opportunity to provide input for professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for target focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. PTC staff are provided PD/PLC time every Friday from 7:45–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and PTC priorities with the needs of PTC students to state and federal requirements.

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The LEA evaluates the systems of professional growth and training with relevant staff survey feedback and data results from ongoing assessments.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.

Since the CAES division consists of four schools serving similar student populations, training and professional development is determined by the needs of each school population, data results and staff input.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

PTC serves a predominantly low performing, socio-economically disadvantaged, and mostly credit deficient student population. Title II funds are utilized strategically to ensure student

needs are met with the appropriate training for teachers specifically in the areas of SEL, Math, and ELD instruction.

Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

The LEA meets with staff, educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

Title II funding usage is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready formative assessments.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

The LEA monitors and evaluates annually the Title II, Part A activities and analyzes the data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.

Describe the ways in which the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

The LEA consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via educational partner input meetings, surveys and ongoing PLC format meetings that welcome and encourage input/feedback regarding the PTC program.

Explain how often the LEA meaningfully consults with these educational partners.

LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

The LEA reviews and evaluates needs assessments for students via multiple measures and selects appropriate, relevant, and meaningful professional development for its staff members.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PTC develops students academically by providing a technology rich program where every student is part of a 1:1 Chromebook and hotspot program. Teachers are provided smart devices for use in their classrooms as part of the educational program. PTC staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 6, 10, and 16; and Goal 2, Actions 2, 5, 7, and 11.

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).

Surveys and educational partner feedback are utilized throughout the school year and input from staff members is analyzed and discussed during PLCs, SSC/ELAC, LCAP, DELAC meetings, etc. Staff surveys are used as well as Parent/Student Surveys to obtain information that aids the decision-making process for the benefit of the students enrolled in the PTC academic program.

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement). **N/A**

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

The LEA has a mutual partnership with several entities in the local community including Madera County Behavioral Health, Madera County Public Health, Madera County Probation Department, and the Fresno Grizzlies Baseball Organization, host annual student-based activities. For CTE, these include Career and Technology Day in Fresno and Manufacturing Day in Madera County.

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

PTC offers a variety of activities that support the Independent Study Program. These activities include electives offered throughout the school year such as Music, Art, and Leadership. And enrichment field trips included destinations such as Yosemite National Park, Monterey Bay Aquarium, San Francisco, the Capitol building in Sacramento, local community colleges and CSU/UC campuses. These excursions provide experiences and extensions of the classroom for all students.

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.

To support Safe and Healthy students, funds from Title IV, Part A will include participation in local sporting events, safe and positive health incentives and quarterly PTC PRIDE awards for academics and attendance.

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

Title IV, Part A funds are used for supporting the effective use of technology at PTC with training in the areas of Edgenuity online-curriculum, Accelerated Reader, SAVVAS, Study-Sync ELA and ELD, and i-Ready programs.

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Evaluation of program effectiveness includes indicators such as increased student achievement, higher student engagement and attendance, positive responses on PTC climate assessment surveys from staff, students and parents, a greater choice of enrichment activities/destinations for students and increasing CTE pathways offered at PTC.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2026-2027**

8.7.3

LEA name:

*Madera County Independent Academy
(MCIA)*

CDS code:

20-10207-0117184

Link to the LCAP:

(optional)

www.mcsos.org

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

Note: Student Support and Academic Enrichment Grants for Madera County Independent Academy (MCIA) include Title I, Part A, Title II, Part A, and Title IV, Part A. MCIA does not receive Title I, Part D and Title III, Part A funding, therefore will not be addressed in this document.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Madera County Independent Academy will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies 2) Supporting effective instruction and 3) Providing student support and academic enrichment grants for all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All efforts are made to align programs supported by state and federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

- A) Students with high needs or at-risk are given appropriate access to on-site behavior intervention with support with an onsite counselor or school psychologist if needed.
- B) Teachers have been trained in effective Relationship Building and will continue to be trained in effective methods of progressive discipline to lower any referral and suspension rates.
- C) Program Director utilizes "Conflict Resolution" and "Restorative Justice" practices to reduce suspensions on site. However, because MCIA has adopted an Independent Study Model, there have been little to no behavioral referrals since the COVID-19 pandemic in 2020.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The staff of Madera County Independent Academy (MCIA) recruits, retains, and trains qualified educators for the purpose of educating students within the MCIA non-classroom-based charter school program as articulated in LCAP Goal 1, Actions 3, 4, 5, and 8. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis for all staff. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (i.e. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **MCIA students are taught by qualified teachers. Additionally, MCIA students are predominantly Socio-Economically Disadvantaged and qualify for the Free-and-Reduced Meals Program.**

Are low-income students taught at higher rates than other students by ineffective* teachers? **No**

Are minority students taught at higher rates than other students by ineffective* teachers? **No**

Are low-income students taught at higher rates than other students by inexperienced teachers? **No**

Are minority students taught at higher rates than other students by inexperienced teachers? **No**

Are low-income students taught at higher rates than other students by out-of-field teachers? **No**

Are minority students taught at higher rates than other students by out-of-field teachers? **No**

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1 - Basic Services)

Madera County Superintendent of Schools Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all MCIA classrooms. MCIA administrators and program director will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers. MCIA is a non-classroom based independent study charter school and all students have direct access to Common Core State Standards-aligned curriculum in all core areas. All MCIA staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption.

Facilities are formally inspected on an annual basis, and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. MCIA has a deferred maintenance plan for maintaining all systems of the physical school plant and necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and for all new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback of MCIA systems that address equity gaps for all students.

*In California, "ineffective" means "misassigned."

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has clearly defined the needs, and plans for addressing said needs, in Goal 3, Actions 1-4. The MCIA staff considers parents and families invaluable equal partners in the educational process for MCIA students. Their collective input and participation with the MCIA program continuously provide for a broader view of the successes and challenges of the program. Parent engagement comes in many forms including formal and informal practices. Such methods include parent meetings and conferences, parent participation in school activities and trips, parent leadership on committees such as School Site Council and English Learner Advisory Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

The LEA was proactive in giving ample notice to parents for participation in the input gathering process. Educational partner input meetings were held for MCIA including students, staff, and community members in this process. The Parent and Family Engagement Policy was evaluated by the School Site Council for CAES schools and adopted for this school year.

Describe how the LEA will aid parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The LEA helps parents better understand the state academic standards by providing access to a CCSS link on the MCSOS Website, notifications of the State and local academic assessments prior to CAASPP testing, and monitoring student progress through updated PowerSchool log entries. Parents work directly with MCIA educators to improve the achievement of their children. Parents meet with a school counselor at enrollment and are provided with an overview of the MCIA program. Teachers provide parents with their child's schedule during the initial meeting and inform parents of the academic requirements. Finally, parents are given a handbook at the beginning of the school year to provide guidance for academics as well as access to the School Accountability Report Card (SARC). The handbook is available in English and Spanish, and parents are encouraged to participate in the School Site Council (SSC) and the English Language Advisory Committee (ELAC) governance committees.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Training for parents in the proper use of technology and digital literacy for their children is provided by MCIA teachers and school counselors. Staff members outline the technology expectations in the CAES Student 1:1 Handbook and MCIA Parent Handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the CAES Foster/Homeless Youth Liaison. The county-wide Foster Youth Services Coordinating Program (FYSCP) offers monthly Parent Connection workshops that include topics in digital literacy. Parents are given information on various digital platforms used by MCIA students, the student information system/parent portals to view their child's grades and attendance, tips for using technology, and parents are provided support in the use of ParentSquare.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The LEA works closely with its community by hosting several parent workshops, quarterly SSC and ELAC meetings, parent trainings held by CAES school counselors, ParentSquare communication and the hosting of an annual Family Appreciation Day and Parent/Teacher Conferences for all students and parents to attend.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Teachers have ongoing communication with parents and provide numerous opportunities for parents to participate in educational partner meetings and formal committees and encourage input on increasing support to students and families. Parents are encouraged to attend Student Appreciation Assemblies to recognize student achievement. CAES academic counselors provide workshops in English and Spanish on various topics of interest to families. MCIA staff provide parent learning opportunities for helping their children with curriculum while on independent study.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

MCIA staff provides a copy of the Annual Mandatory Notices for Parents and Guardians and Parent Handbook to parents, both of which are translated. ParentSquare is used for keeping educational partners informed of school program information on a more weekly basis in addition to phone messages and mailers utilized in English and Spanish.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various educational partner meetings and formal committees encourages input to increase support for students and families. CAES academic counselors provide several workshops based on parent survey feedback. All activities are held in English and Spanish. MCIA staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

MCIA's annual notification is printed in English and Spanish. Staff members at MCIA are available to interpret into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. MCIA is ADA compliant and accessible to all students and parents with disabilities and mobility issues. All school reports including LCAP and SARC are printed and translated into Spanish. MCIA staff will also use virtual meetings as an option when needed to increase access for students, parents, and guardians.

Describe how the LEA will align parent involvement required in this section with the LCAP Educational Partner engagement process.

Parent involvement and educational partner engagement is an ongoing process and is incorporated into the LCAP in many ways. MCIA students, staff and community are given the opportunity to provide input and feedback in formal and informal meetings. Formal meetings include a designated LCAP input meeting (held via Zoom) SSC, ELAC and Parent Advisory Committee (PAC) meetings. For the current year, educational partner engagement includes the above-mentioned and weekly ATT meetings with follow-up participation check-ins for all Pre-K through 8th grade students, as well as ongoing dialogue between school staff and families. For Foster and Homeless students, families are asked to provide input through a ParentSquare survey as well as using Google Docs. Phone calls are also made to families to obtain input.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Per the 2025 California School Dashboard data, MCIA students are 91.8% Socioeconomically Disadvantaged, 18% English Learners, and 1.6% Foster Youth for the 2024-2025 School Year. As stated in the MCIA LCAP, Goal 1, Actions 6, 8, and 9, federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistants for classroom instruction, formative assessments including i-Ready for monitoring student learning for SED and EL students.

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

Although MCIA is not a TAS school, methods and instructional strategies that strengthen the academic program at MCIA include but are not limited to one-to-one engagement, small group instruction for designated ELD, Academic Acceleration classes to address skill and sub-skill weaknesses in ELA and math as identified by i-Ready assessments, an Accelerated Reader program and technology integration. Teachers are available to meet with students beyond their appointment times to support additional student needs. An RSP teacher and

Instructional Assistants provide support to meet academic needs of all students including students with 504s and IEPs. Professional development is being provided to all CAES staff this year. These trainings include English Language Arts (ELA), English Language Development (ELD), social-emotional learning (SEL), technology integration, and Mathematics were selected based on staff interest surveys.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. **N/A**

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

MCIA is not a Targeted Assistance School (TAS) school.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

A CAES School Counselor provides services for Homeless students at (1) initial enrollment (2) during attendance monitoring and (3) success of homeless children and youth. Coordination with the services of the LEA is provided under the McKinney-Vento Homeless Assistance Act (AB 1806). Homeless students are identified through a residency questionnaire at enrollment and through referrals throughout the school year. A school psychologist conducts monthly check-ins with all homeless families to identify academic and social emotional needs as well as to make referrals as necessary. The school counselor ensures that students get credit for all satisfactorily completed coursework.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

MCIA is a non-classroom based independent study charter program currently serving students Pre-K-8th grade.

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable.

MCIA staff is increasing support for students in grades Pre-K-8th in an Independent Study program. Students at MCIA generate short term goals that include developing literacy skills, mastery learning and becoming prepared for high school, and beyond. School counselors provide presentations to students and families to explore careers and college options.

Middle grades (see above description)

MCIA is increasing support for students by developing literacy skills required for an independent study program and prepares students for high school and beyond. School counselors provide presentations to students and families to explore careers and college options.

Middle grades to high school, if applicable (see above).

MCIA individualizes lessons to support each student's academic needs and increase literacy skills required in an independent study program to become college and career ready. School counselors provide presentations to students and families to explore career and college options.

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. **N/A**

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

MCIA does not have a Gifted and Talented Program but provides enrichment opportunities in the form of arts and music, and external learning field trips to educational and cultural awareness locations. The MCIA academic program includes a 1:1 device program and incorporates technology to increase academic achievement and digital literacy skills. Students are also offered hotspots for internet connectivity as needed. Although federal funding is not used for building the school library for MCIA students, all students participate in the Accelerated Reader program funded using other resources.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for MCIA, and actions to directly contribute to both are articulated in the MCIA LCAP specifically Goal 1, Action 5. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the MCIA program.

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.

MCIA teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members. Additionally, specific staff PD in ELA, ELD, SEL, MTSS and Math is provided for all staff, with options to seek out and attend additional research-based professional development opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are also encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.

Principals are provided ongoing professional growth and development throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking Prevention, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/Charter School Compliance Training.

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

Other school leaders also receive the same opportunities for professional growth and development. As MCIA is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored preliminary administrative services program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.

The primary source of input for professional growth at MCIA is 1) Student assessment scores and 2) Staff Surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators, illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas this year, particularly in Math.

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child includes social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators of learning.

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

As society develops, so must the educational system to compete with the demands of these changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to support student learning and achievement.

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

Data drives instruction and professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

A Professional Learning System facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community, not merely teachers. Focus on data should assist the targeting areas of growth.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

All MCIA staff were given the opportunity to provide input on professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for target focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. In addition, MCIA Staff are provided PD/PLC time every Friday from 7:45–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and MCIA priorities with the needs of MCIA students to state and federal requirements.

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The LEA evaluates the systems of professional growth and training with relevant staff survey feedback and data results from ongoing assessments.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.

Since the CAES division consists of four schools serving similar student populations, training and professional development is determined by the needs of each school population, data results and staff input.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

MCIA serves a predominantly low performing, socio-economically disadvantaged population. Title II funds are utilized strategically to ensure student needs are met with the appropriate training for teachers: specifically in the areas of SEL, Math, and ELD instruction.

Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

The LEA meets with staff, educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to

gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys that describe exactly what teachers requested.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

Title II funding usage is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready formative/summative assessments.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

The LEA monitors and evaluates annually the Title II, Part A activities and analyzes the data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.

Describe the ways in which the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

The LEA consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners via educational partner input meetings, surveys and ongoing PLC-format meetings that welcome and encourage input/feedback regarding the MCIA program.

Explain how often the LEA meaningfully consults with these educational partners.

LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

The LEA reviews and evaluates needs assessments for its students via multiple measures and selects appropriate, relevant, and meaningful professional development for its staff members.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCIA develops students academically by providing a technology rich program where every student is part of a 1:1 Chromebook and hotspot program. Teachers are provided smart devices for use in their classrooms as part of the educational program. MCIA staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 8, 10, 11, and 12; and Goal 2, Actions 10 and 11.

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).

Surveys and educational partner feedback are utilized throughout the school year and input from staff members is obtained during PLCs, SSC/ELAC, LCAP, DELAC meetings etc. Staff surveys are used as well as Parent/Student Surveys to analyze and discuss information that aids the decision-making process for the benefit of the students in the MCIA academic program.

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement). **N/A**

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

The LEA has a mutual partnership with several entities in the local community. Madera County Behavioral Health, Madera County Public Health, Madera County Probation Department, and the Fresno Grizzlies Baseball Organization, host annual student-based activities.

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

MCIA offers a variety of programs that support our Independent Study Program and has included enrichment field trips to locations such as the Fresno Chaffee Zoo and Fresno Grizzlies Organization.

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108. **N/A**

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

Title IV, Part A funds will be used to increase English proficiency and technology integration at MCIA with the renewal purchase of the Accelerated Reader program, and purchase of replacement 1:1 computers for students as needed.

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Evaluation of program effectiveness includes indicators such as increased student achievement, decreased chronic absenteeism, positive results on climate assessment surveys from staff, students and parents, increased student attendance, and increased offerings of the Pre-K-8 program.