Mare Island Technology ACADEMY

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
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Plan Summary [2025-26]

General Information

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

Griffin Technology Academies, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Mare Island Technology Academy ("MITA") is an independent, middle charter school authorized by VCUSD to serve the Vallejo community beginning in September 2001. MITA is a grades 6-8, technology-focused school, with an emphasis on project-based learning and the integration of technology into the curriculum. MITA's graduates are self-motivated, technologically-skilled, responsible global citizens equipped to succeed in middle school as well as post-secondary training/education. Students have access to a variety of technology resources, including one-to-one devices for student use. Parents choose MITA for a more personal educational experience for their children. MITA is committed to being transparent and remaining accountable to its educational partners. There are some metrics which do not apply to MITA because it is a 6-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

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

MITA has been working diligently to rebuild and strengthen its core instructional programs with in-depth student intervention and support to close the achievement gap. It has also strengthened its technology program. In past years, MITA is known for its strong academic programs, including its award-winning robotics team, which has won numerous regional and national competitions. The school has also received recognition for its efforts to promote diversity and inclusion, including being named a California Distinguished School and a National Blue Ribbon School.

Vallejo is a working-class city of diverse ethnic and cultural backgrounds, located in the Bay Area near Mare Island and on the Napa River. The community of learners served by MITA is extremely diverse with multiple home languages represented (e.g., Spanish, Arabic, Tagalog, Ilocano, Tamil). The Charter School is a diverse, 21st Century School. As of the 2023-24 school year based on the 2024 California School Dashboard ("Dashboard"), MITA's enrollment of 259 by student group was as follows: 64.9% socioeconomically disadvantaged ("SED") or low income ("LI") students, 19.3% English Learners ("ELs"), 55.7% Reclassified Fluent English Proficient ("RFEP") students, 8.5% students with disabilities ("SWD"), 0.8% foster youth ("FY"), 0.4% homeless students. As of the 2023-24 school year, enrollment by race and ethnicity at MITA was 10.8% Black or African American, 51.7% Latino, 10.4% Filipino, 6.6% two or more races, 6.9% White, 8.1% Asian, and 1.8% Pacific Islander. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, EL and SED students are a significant subgroup; however, MITA addresses specific actions and services for FY students to provide equal access to a high-quality program.

MITA is not eligible to be an Equity Multiplier School.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for MITA which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Mare Island Technology Academy will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups, especially English Learners, to prepare students for college and career; GOAL 2: Mare Island Technology Academy will support the social emotional well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students; and, GOAL 3: Mare Island Technology Academy's parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council ("SSC") and English Learner Advisory Committee ("ELAC"). SSC and ELAC will meet a minimum of four times per year to inform the process. Parents, guardians, classified staff, certificated staff and an administrator will make up the SSC. The number of parents will exceed or be equal to the number of total staff members. The SSC will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Mare Island Technology Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Latino students, African American/Black students, Filipino students, English

Learners, and socioeconomically disadvantaged students. The student data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

Reflections: Annual Performance

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

The 2024 California State Dashboard ("Dashboard") only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Mare Island Technology Academy is committed to developing a broad goal to improve the academic achievement of all students but to also focus specifically to improve the academic achievement of its significant subgroups of Latino students, African American/Black students, Filipino students, English Learners, and socioeconomically disadvantaged students because there has been a performance gap with these significant subgroups. The steps that will be taken to address these areas of achievement in the goals, actions, and services. Mare Island Technology Academy will engage in progress monitoring and will build upon the growth of the students and continue to focus on achievement.

ELA Performance
According to the 2024 California Dashboard, overall performance in English Language Arts was at the "Medium" level, with students averaging 44.2 points below the standard ("DFS"). This marks significant improvement, moving from "Very Low" in 2023 to "Medium" in 2024, an increase of two performance levels. Subgroup performance was as follows: Latino students scored 71.5 points below standard; socioeconomically disadvantaged students scored 50.1 points below standard; English Learners scored 70.9 points below standard; and Long-Term English Learners ("LTEL") scored significantly lower at 124.2 points below standard. Filipino students, however, performed above the standard by an average of 30.7 points. Mare Island Technology Academy will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Latino students, African American/Black students, Filipino students, English Learners, and socioeconomically disadvantaged students.

Math Performance
According to the 2024 California Dashboard, overall math performance was at the "Medium" level, with students scoring an average of 78.2 points below the standard ("DFS"). This represents an improvement from the "Very Low" level reported in 2023. Performance by subgroup indicates that Latino students scored 101.4 points below standard, socioeconomically disadvantaged students scored 78.9 points below standard, English Learners scored 102.5 points below standard, and Long-Term English Learners showed the greatest need at 154.8 points below standard. Filipino students performed slightly above standard, with an average score of 3.6 points above standard. Mare Island Technology Academy will prioritize targeted interventions and supports to further improve math outcomes, especially focusing on the

significant subgroups identified. Mare Island Technology Academy will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Latino students, African American/Black students, Filipino students, English Learners, and socioeconomically disadvantaged students.

English Language Progress Indicator
According to the California Dashboard, the English Learner Progress Indicator significantly improved from 2023 to 2024. In 2023, performance was at the "Very Low" level, with only 42.9% of English Learners making progress toward English language proficiency, reflecting an 11.9% decline from the previous year. By 2024, however, performance increased notably to the "High" level, with 47.7% of English Learners achieving one year of growth in language proficiency. This indicates meaningful progress in supporting English Learners at Mare Island Technology Academy.3.

Suspension Rate
According to the 2024 California Dashboard, Mare Island Technology Academy’s overall suspension rate was classified as "High" at 13.7%, reflecting an improvement from the "Very High" level reported in 2023. While this marks positive movement, significant disparities remain among subgroups. African American/Black students had the highest suspension rate at 24.2%, followed by White students at 47.4%, socioeconomically disadvantaged students at 18%, and students with disabilities at 18.5%. English Learners and Long-Term English Learners had rates of 13.5% and 14.3%, respectively, while Latino students were suspended at a rate of 10.6%. Filipino and Asian students had notably lower rates at 3.4% and 0%, respectively. Mare Island Technology Academy focused specifically on reducing the suspension rate of students in 2024-25 and has met the target of a suspension rate under 2%.

Chronic Absenteeism Rate
According to the 2024 California Dashboard, Mare Island Technology Academy reduced its overall chronic absenteeism rate to 24.6%, earning a "Medium" performance level after being classified as "Very High" at 34% in 2023. This reflects meaningful improvement, yet chronic absenteeism remains a serious concern for several student groups. Long-Term English Learners had the highest rate at 45.7%, followed by White students at 44.4%, English Learners at 37.3%, and students with disabilities at 33.3%. Socioeconomically disadvantaged students and Latino students also faced elevated rates at 26.3% and 25.9%, respectively. In contrast, Asian and Filipino students had lower absenteeism rates at 9.1% and 7.1%. Continued focus on attendance interventions and support systems is critical to sustaining improvement and addressing persistent disparities. Mare Island Technology Academy will focus specifically on decreasing Chronic Absenteeism for all students and especially the significant subgroups by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student’s average daily attendance.

Mare Island Technology Academy Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

ESSA Assistance Status
Mare Island Technology Academy EXITED from Comprehensive Support and Improvement (“CSI”) based on data from the 2023 and 2024 CA Dashboards. The Charter School qualified in 2023 for being the lowest-performing five percent of Title I schools. The county office of education (“COE”) provides technical assistance and support to LEAs and schools that meet the CSI criteria. MITA was exited from CSI for meeting the criteria by the following significant subgroups:

English Language Arts Academic Performance - Improving from Very Low to Medium Overall and the significant subgroups of Latino, English Learners improved from Very Low to Low, and Socioeconomically Disadvantaged improved from Very Low to Medium.

Mathematics Academic Performance - Improving from Very Low to Medium Overall and the significant subgroups of Latino, English Learners improved from Very Low to Low, and Socioeconomically Disadvantaged improved from Very Low to Medium.

LCFF Charter School Assistance Status
Mare Island Technology Academy EXITED from Differentiated Assistance (“DA”) to General Assistance based on the 2023 and 2024 CA Dashboards. MITA was exited from DA for meeting the criteria in the following areas and by the following significant subgroup:

African American/Black students improved in the criteria of priority area 5 Chronic Absenteeism Rate – improving from Very High to High and priority area 6 Suspension Rate – improving from Very High to High.

Comprehensive Support and Improvement

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

Schools Identified

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

Mare Island Technology Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Support for Identified Schools

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

Mare Island Technology Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Mare Island Technology Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff /meetings. Every Monday, the data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP. 4/28/25
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians with the use of surveys that were used to inform the LCAP. 4/25/25 - 5/5/25
Students	Engaged in collecting feedback on the goals and actions with middle school students with the use of surveys used to inform the LCAP. 4/29/25
Local Bargaining Unit (Certificated)	Engaged in collecting feedback on the goals and actions with the local bargaining unit in a meeting called LCAP Engagement. The data, goals, and actions were discussed. 5/14/25
Local Bargaining Unit (Classified)	MITA does not have a classified local bargaining unit.
School Site Council	LCAP was presented to the School Site Council in accordance with Education Code Section 52062(a)(1). 3/11/25, 5/27/25 The Superintendent responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the English Learner Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/5/25 The Superintendent responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/27/25 The Superintendent responded to all comments in writing.

Educational Partner(s)	Process for Engagement
SELPA	MITA consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 5/14/25
Public Comment	5/14/25 - 5/28/25 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	5/13/25 that MITA held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/10/25 the Griffin Technolgy Academies Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Goal Analysis, MITA Budget, and LCAP were adopted by the Board on 6/10/25 in accordance with Education Code section 52062(b)(2).

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

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mare Island Technology Academy is committed to high student academic achievement for all students and significant subgroups based on SBAC, CAST and Benchmark scores. Mare Island Technology Academy has reviewed ELA, Math, Science data and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups.

According to the 2024 California Dashboard, overall performance in English Language Arts was at the "Medium" level, with students averaging 44.2 points below the standard (DFS). This marks significant improvement, moving from "Very Low" in 2023 to "Medium" in 2024, an increase of two performance levels. Subgroup performance was as follows: Latino students scored 71.5 points below standard; socioeconomically disadvantaged students scored 50.1 points below standard; English Learners scored 70.9 points below standard; and Long-Term English Learners (LTEL) scored significantly lower at 124.2 points below standard. Filipino students, however, performed above the standard by an average of 30.7 points.

According to the 2024 California Dashboard, overall math performance was at the "Medium" level, with students scoring an average of 78.2 points below the standard (DFS). This represents an improvement from the "Very Low" level reported in 2023. Performance by subgroup indicates that Latino students scored 101.4 points below standard, socioeconomically disadvantaged students scored 78.9 points below standard, English Learners scored 102.5 points below standard, and Long-Term English Learners (LTEL) showed the greatest need at 154.8 points below standard. Filipino students performed slightly above standard, with an average score of 3.6 points above standard.

According to the California Dashboard, the English Learner Progress Indicator significantly improved from 2023 to 2024. In 2023, performance was at the "Very Low" level, with only 42.9% of English Learners making progress toward English language proficiency, reflecting an 11.9% decline from the previous year. By 2024, however, performance increased notably to the "High" level, with 47.7% of English Learners achieving one year of growth in language proficiency.

The CAST scores for Science in grade 8 was lower than the State.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA	SBAC ELA OUTCOMES 2023 DFS Very Low Overall -82.3 Lat -108.9 SED -103.6 EL -133.1 Filip -21.3 Data Source: CA Dashboard 2023 2023 % Met or Exceeded Overall 20.64% Lat 10.42% SED 14.72% EL 0.00% AA/B 22.58% Fil 43.75% Asian 54.54% White 14.29% 2More 20.83% SWD 3.85% Data Year: 2022-23 Data Source: CAASPP	SBAC ELA OUTCOMES 2024 DFS Medium Overall -44.2 Lat -71.5 SED -50.1 EL -70.9 LTEL -124.2 Filip 30.7 Data Source: CA Dashboard 2024 2024 % Met or Exceeded Overall 32.93% Lat 23.44% SED 27.22% EL 0.00% LTEL 0.00% AA/B 30.00% Fil 65.38% Asian 52.38% White 12.50% 2More 46.15% SWD 10.00% Data Year: 2023-24 Data Source: CAASPP		SBAC ELA OUTCOMES 2026 SBAC Assessment Results 2026 DFS Overall -22.3 Lat -48.9 SED -43.6 EL -73.1 Filip 38.7 Data Source: CA Dashboard 2026 2026 % Met or Exceeded Overall 35.64% Lat 25.42% SED 29.72% EL 15.00% AA/B 37.58% Fil 58.75% Asian 69.54% White 29.29% 2More 35.83% SWD 38.85% Data Year: 2025-26 Data Source: CAASPP	Overall Increased 38.1 Lat Increased 37.4 SED Increased 53.6 EL Increased 62.2 LTEL Increased 30.2 Filip Increased 52.1 Overall – Increased 12.29% Lat – Increased 13.02% SED – Increased 12.50% EL – No change (0.00%) AA/B – Increased 7.42% Fil – Increased 21.63% Asian – Declined 2.16% White – Declined 1.79% 2More – Increased 25.32% SWD – Increased 6.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SBAC MATH	SBAC MATH OUTCOMES 2023 DFS Very Low Overall -100.9 Lat -123.3 SED -116.1 EL -152.2 Filip -49.5 Data Source: CA Dashboard 2023 2023 % Met or Exceeded Overall 16.78% Lat 9.86% SED 10.56% EL 1.85% AA/B 12.50% Fil 33.33% Asian 54.54% White 21.43% 2More 12.50% SWD 4.00% Data Year: 2022-23 Data Source: CAASPP	SBAC MATH OUTCOMES 2024 DFS Medium Overall -78.2 Lat -101.4 SED -78.9 EL -102.5 LTEL -154.8 Filip 3.6 Data Source: CA Dashboard 2024 2024 % Met or Exceeded Overall 22.67% Lat 14.06% SED 19.64% EL 0.00% LTEL 0.00% AA/B 20.00% Fil 53.85% Asian 38.10% White 20.00% 2More 28.00% SWD 5.00% Data Year: 2023-24 Data Source: CAASPP		SBAC MATH OUTCOMES 2026 SBAC Assessment Results 2026 DFS Overall -40.9 Lat -63.3 SED -56.1 EL -92.2 Filip 10.5 Data Source: CA Dashboard 2026 2026 % Met or Exceeded Overall 31.78% Lat 24.86% SED 25.56% EL 26.85% AA/B 27.50% Fil 48.33% Asian 69.54% White 36.43% 2More 27.50% SWD 19.00% Data Year: 2025-26 Data Source: CAASPP	Overall Increased 22.7 Lat Increased 37.4 SED Increased 53.6 EL Increased 62.2 LTEL Increased 30.2 Filip Increased 52.1 Overall – Increased 5.89% Lat – Increased 4.20% SED – Increased 9.08% EL – Declined 1.85% AA/B – Increased 7.50% Fil – Increased 20.52% Asian – Declined 16.44% White – Declined 1.43% 2More – Increased 15.50% SWD – Increased 1.00%
1.3	CAST SCIENCE	CAST SCIENCE OUTCOMES Grade 8	CAST SCIENCE OUTCOMES Grade 8		CAST SCIENCE OUTCOMES Grade 8	Overall – Declined 2.14% Lat – Increased 0.51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 % Met or Exceeded Overall 11.45% Lat 6.90% SED 12.16% EL 3.85% AA/B 5.88% Fil 13.79% SWD 7.69% Data Year: 2022-23 Data Source: CAASPP	2024 % Met or Exceeded Overall 9.31% Lat 7.41% SED 10.35% EL 0.00% AA/B Too Few Fil Too Few SWD Too Few Data Year: 2023-24 Data Source: CAASPP		2026 % Met or Exceeded Overall 26.45% Lat 21.90% SED 27.16% EL 18.85% AA/B 20.88% Fil 28.79% SWD 22.69% Data Year: 2025-26 Data Source: CAASPP	SED – Declined 1.81% EL – Declined 3.85% AA/B Too Few Fil Too Few SWD Too Few
1.4	NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 23 to Spring 24 Growth RIT AVG Overall 1.2 208.6 Lat 1.7 204.4 SED EL AA/B Fil Asian 2.3 216.5 White 2More SWD Data Year: 2023-24 Data Source: NWEA MAP ELA	Pending Data		NWEA MAP ELA OUTCOMES Fall 26 to Spring 27 Growth RIT AVG Overall 2 221.6 Lat 2 221.6 Asian 3 228 AA/B Fil SWD Data Year: 2026-27 Data Source: NWEA MAP ELA	Pending Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	NWEA MAP MATH	NWEA MAP MATH OUTCOMES Fall 23 to Spring 24 Growth RIT AVG Overall 1.4 220.4 Lat 1.8 216.4 Asian 3.05 228.8 AA/B Fil SWD Data Year: 2023-24 Data Source: NWEA MAP MATH	Pending Data		NWEA MAP MATH OUTCOMES Fall 26 to Spring 27 Growth RIT AVG Overall 2 230 Lat 2 230 Asian 3 230 AA/B Fil SWD Data Year: 2026-27 Data Source: NWEA MAP MATH	Pending Data
1.6	EL Reclassification Rate	Data not available due to a very small number of students taking the test Internal data 8.07% Data Year: 2022-23 Data Source: ELPAC Summative DataQuest Annual Reclassification	CDE reports reclassification counts and rates annually, with the most recent data available up to the 2020-21 school year. Internal data 3.52%		Equal to or higher than the State Data Year: 2025-26 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	Unable to determine due to CDE's delayed reporting Declined 4.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(RFEP) Rates	Data Year: 2023-24 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates			
1.7	EL Progress Indicator (ELPI)	"Very Low" 42.9% of ELs make one year of growth ELPI Data Year: 2022-23 Data Source: CA Dashboard 2023	“High" 47.7% of ELs make one year of growth ELPI Data Source: CA Dashboard 2024		60% of ELs make one year of growth ELPI Equal to or higher than the State Data Year: 2025-26 Data Source: CA Dashboard 2026	Increased 3 Performance Levels Increased 4.9%
1.8	Access to Standards Aligned Instructional Materials	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators		100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators		Full Implementation and Sustainability Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Near Target
1.10	Appropriately credentialed teachers (includes both misassignments and vacancies)	46.6% Clear 2.9% Out of Field 7.3% Intern 43.1% Ineffective 2021-22 DataQuest	54.9% Clear 0.0% Out of Field 13.2% Intern 31.8% Ineffective 2022-23 DataQuest		65% Clear 35% Intern Data Year: 2024-25 Data Source: DataQuest	Clear – Increased 8.3% Out of Field – Declined 2.9% Intern – Increased 5.9% Ineffective – Declined 11.3%

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned. School staffing was partially implemented, but MITA had four teacher positions filled by long-term substitutes. Supplemental school staffing was implemented, and MITA had 1 Wellness Coach and a CSI Director. Support for Students with disabilities was implemented, and the students received their services. Support for English Learners was partially implemented, and the teachers could benefit from more professional development. Technology Infrastructure was partially implemented, but there were issues with internet access and Chromebook replacement. Fidelity to the core curriculum was predominantly implemented at about 80%. Professional development was partially implemented but many identified trainings in the LCAP still need to take place. After school program and summer school/intersession was implemented and provided support to students in ELA and Math. School Supplies were implemented and all students had access to supplies. Intervention and Supplemental Materials were implemented. Field Trips were implemented, and students had great experiences. School support infrastructure was implemented.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures: PENDING

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

Overall, the actions designed to support achievement of the goal were effective as planned. School staffing was partially effective, but MITA had two interns and four teacher positions filled by long-term substitutes. Supplemental school staffing was effective, and MITA had 1 Wellness Coach and a CSI Director. Support for Students with disabilities was effective, and the students received their services. Support for English Learners was partially effective, and the teachers could benefit from more professional development. Technology Infrastructure was partially effective, but there were issues with internet access and Chromebook replacement. Fidelity to the core curriculum was predominantly effective at about 80%. Professional development was partially effective but many identified trainings in the LCAP still need to take place. After school program and summer school/intersession was effective and provided support to students in ELA and Math. School Supplies were effective, and all students had access to supplies. Intervention and Supplemental Materials were effective. Field Trips were effective, and students had great experiences. School support infrastructure was 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.

Goal 1 remains focused on Student Achievement. The actions and metrics will continue into 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic, Core School Staffing	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.	$1,631,381.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Supplemental School Staffing	Implement a comprehensive supplemental staffing plan to offer more interventions based on the Multi-Tier System of Supports to close the achievement gap. The focus will be to improve academic achievement and to support students' social emotional health and well-being. Supplemental school staffing will consider student need, enrollment, and program in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement. If additional LREGC funds are received, the Charter School will provide a school counselor to support students experiencing trauma to improve their social emotional health and well-being.	$80,471.00	Yes
1.3	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$720,125.00	No
1.4	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily in ELD Support course to each English Learner in leveled groups using ELD curriculum and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Lexia Leaming is used to support students in the ELD program who are below grade-level in reading. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to	$78,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of duallv identified students.		
1.5	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$100,108.00	No
1.6	Fidelity to the Core Curriculum	Ensure fidelity to the core curriculum to fully implement the high-quality curriculum which will include trainer/consultant provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate data to inform instruction. Purchase replacement, consumables, and attrition core curriculum materials for all students.	$52,040.00	No
1.7	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • AERIES Training to understand the specific needed reports and sections • NWEA MAP Training to pull reports, aggregate data, and use data to inform instruction • Core Curriculum Training to ensure full implementation with fidelity • Charter Leadership Training for School Directors • Job Alike Training for office staff • Mathematical Mindset • Understanding of Charter, Mission, Vision, and Core Values - College Going Culture • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners	$257,405.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary • Culturally Responsive Pedagogy • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Implementation of state standards and essential learning targets • In-classroom interventions • Positive Behavior Intervention Support ("PBIS") • Education equity • Parents/Guardians as Partners • AVID Practices schoolwide: Agendas, Binders, Cornell Notes, Depth of Knowledge, etc. • Charter School Organizations and Conferences- CCSA, CSDC If additional LREBG funds are received, the Charter School will provide professional development on addressing trauma, social emotional learning, and create a more supportive and inclusive environment.		
1.8	After-School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in ELA and Math. The focus will be to remediate academic skills and to provide enrichment activities. During summer school, incoming students will be invited to bridge the transition from elementary school to middle school. School meals will be provided during Intersessions.	$221,115.00	Yes
1.9	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks and school supplies will be provided to students who are housing insecure. School supplies provided to students	$10,982.00	No

Action #	Title	Description	Total Funds	Contributing
		will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.		
1.10	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math. The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials. Implement a variety of supplemental, intervention, instructional materials for use during intervention and in the classroom focused on reading and math. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$51.00	Yes
1.11	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum and improve school connectedness, attendance, and engagement.	$5,929.00	Yes
1.12	School Support Infrastructure	Implement a strong support infrastructure for the school through educational services, student support services, operational services, business services to support the school's instructional goals.	$528,818.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

The School Attendance Rate is 93.19%.

According to the 2024 California Dashboard, Mare Island Technology Academy reduced its overall chronic absenteeism rate to 24.6%, earning a "Medium" performance level after being classified as "Very High" at 34% in 2023. This reflects meaningful improvement, yet chronic absenteeism remains a serious concern for several student groups. Long-Term English Learners had the highest rate at 45.7%, followed by White students at 44.4%, English Learners at 37.3%, and students with disabilities at 33.3%. Socioeconomically disadvantaged students and Latino students also faced elevated rates at 26.3% and 25.9%, respectively. In contrast, Asian and Filipino students had lower absenteeism rates at 9.1% and 7.1%.

According to the 2024 California Dashboard, Mare Island Technology Academy’s overall suspension rate was classified as "High" at 13.7%, reflecting an improvement from the "Very High" level reported in 2023. While this marks positive movement, significant disparities remain among subgroups. African American/Black students had the highest suspension rate at 24.2%, followed by White students at 47.4%, socioeconomically disadvantaged students at 18%, and students with disabilities at 18.5%. English Learners and Long-Term English Learners had rates of 13.5% and 14.3%, respectively, while Latino students were suspended at a rate of 10.6%. Filipino and Asian students had notably lower rates at 3.4% and 0%, respectively. Mare Island Technology Academy focused specifically on reducing the suspension rate of students in 2024-25 and has met the target of a suspension rate under 2%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in Good Repair	Good 2023-24 Data Year: Spring 2024 Data Source: FIT Report	Good 2024-25 Data Year: Spring 2025 Data Source: FIT Report		Good 2026-27 Data Year: Spring 2027 Data Source: FIT Report	Met Target
2.2	Attendance Rate	92.12% Data Year: 2023-24 Data Source: P-2 Report	93.19% Data Year: 2024-25 Data Source: P-2 Report		92% Data Year: 2026-27 Data Source: P-2 Report	Increased 1.07 Met Target
2.3	Chronic Absenteeism Rate	"Very High" Overall: 34% Lat: 33.8% AA/B 50% Asian 27.3% Filip 14.3% White 60% 2 or More 34.6% EL 39.4% SED: 40.4% SWD 48.3% Data Year: 2022-23 Data Source: CA Dashboard 2023	"Medium" Overall: 24.6% Lat: 25.9% AA/B 24.2% Asian 9.1% Filip 7.1% White 44.4% 2 or More 32.1% EL 37.3% LTEL 45.7% SED: 26.3% SWD 33.3% Data Year: 2023-24 Data Source: CA Dashboard 2024		Overall: 19% Lat: 10% AA/B 20% Filip 0% EL 20% SED: 20% Data Year: 2025-26 Data Source: CA Dashboard 2026	Declined Two Performance Levels Overall – Declined 9.4% Lat – Declined 7.9% AA/B – Declined 25.8% Asian – Declined 18.2% Filip – Declined 7.2% White – Declined 15.6% 2 or More – Declined 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL – Declined 2.1% LTEL – Not reported in prior year SED – Declined 14.1% SWD – Declined 15.0%
2.4	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS Fall 1	0% Data Year: 2023-24 Data Source: CALPADS Fall 1		0% Data Year: 2025-26 Data Source: CALPADS Fall 1	Met Target
2.5	Suspension Rate	"Very High" Overall: 15.1% Lat: 14.6% AA/B 32.4% Asian 0% Filip 2% White 18.8% 2 or More 18.5% EL 16.4% SED: 16.5% SWD 17.2% Data Year: 2022-23 Data Source: CA Dashboard 2023	"High" Overall: 13.7% Lat: 10.6% AA/B 24.2% Asian 0% Filip 3.4% White 47.4% 2 or More 13.8% EL 13.5% LTEL 14.3% SED: 18% SWD 18.5% Data Year: 2022-23 Data Source: CA Dashboard 2023		Overall: <4% Lat: <4% AA/B <4% Asian <4% Filip <4% White <4% 2 or More EL <4% LTEL <4% SED <4% SWD <4% Data Year: 2025-26 Data Source: CA Dashboard 2026	Declined one Performance Level Overall – Declined 1.4% Lat – Declined 4.0% AA/B – Declined 8.2% Asian – No change (0.0%) Filip – Increased 1.4% White – Increased 28.6% 2 or More – Declined 4.7% EL – Declined 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTEL – Not reported in prior year SED – Increased 1.5% SWD – Increased 1.3%
2.6	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest		<1% Data Year: 2025-26 Data Source: DataQuest	Met Target
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2022-23 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: CALPADS Fall 2		100% of students enrolled in Enrichment Courses Data Year: 2025-26 Data Source: CALPADS Fall 2	Met Target
2.8	Student Surveys on the sense of safety and school connectedness	3.18 Students feel safe from violence 3.02 Students feel part of a community 3.48 Students feel a sense of community 2.77 Students feel comfortable talking to adults Data Year: 2023-24 Data Source:	78.7% Students feel safe inside the classroom. 75.5% Students feel safe in the cafeteria 78.3% Students feel safe on campus 34% Students feel safe in restroom.		3.60 Students feel safe from violence 3.50 Students feel part of a community 3.90 Students feel a sense of community 3.20 Students feel comfortable talking to adults	Two different surveys

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Climate Survey	40.3% Students can talk to their teachers. 41.1% Students feel teachers care about them. Data Year: 2024-25 Data Source: Local Climate		Data Year: 2026-27 Data Source: Local Climate Survey	

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned. Clean, safe facilities was implemented. Student Health was implemented, and screening and support was provided. Healthy Meals were implemented, and all students had two healthy meals per day. Dress code support was implemented to ensure students focus on learning. Physical Education and Athletics were implemented, and the students enjoy sports. Positive School Climate and Culture was implemented, and the suspension rate dropped to under 2%. Student Engagement was implemented, and students are connected to the Charter School.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures: PENDING

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

Overall, the actions designed to support achievement of the goal were effective as planned. Clean, safe facilities was effective. Student Health was effective, and screening and support was provided. Healthy Meals were effective, and all students had two healthy meals per day. Dress code support was effective to ensure students focus on learning. Physical Education and Athletics were effective, and the students enjoy sports. Positive School Climate and Culture was effective, and the suspension rate dropped to under 2%. Student Engagement was effective, and students are connected to the Charter School.

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

Goal 2 remains focused on Student Engagement. The actions and metrics will continue into 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Clean, Safe Facilities	Ensure the facility is clean and in good repair. This includes utilities, security, custodial services, maintenance supplies, and maintenance and repair costs.	$511,986.00	No
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and sex health education in grade 7 as required.	$0.00	No
2.3	Healthy Meals	Ensure all students are provided with two healthy and appealing meals daily.	$137,739.00	No
2.4	Dress Code Support	Provide uniform polos to all students to enhance school spirit and equity along with supporting students in meeting the dress code and giving students the opportunity to focus on learning.	$10,438.00	Yes
2.5	Physical Education and Athletics	Provide physical education and athletics equipment to ensure students are able to engage in the full range of activities as described in the state standards for physical education and support fitness goals as measured by the CA FitnessGram. Ensure student safety and required paperwork	$170,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		protocol, ensure coach safety, mandatory training and required paperwork protocol, and set and communicate practice and game/meet schedules.		
2.6	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports ("PBIS") to ensure a positive school climate and culture. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement and college and career readiness. Prioritize student activities, clubs, and events to create a sense of belonging for students. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$31,624.00	Yes
2.7	Student Engagement	Provide enrichment activities to connect students to school and provide them with a well-rounded education. Choices will be offered during Advisory to expand learning opportunities like art, music, dance, and cooking.	$3,159.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mare Island Technology Academy understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making to provide students with a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024	Full Implementation Data Year: 2024-25 Data Source: CA Dashboard 2024		Full Implementation and Sustainability Data Year: 2026-27 Data Source: Dashboard 2026	Near Target
3.3	Parent Satisfaction with School Program	94.9% Parents expressing high satisfaction with the school	93.2% Parents feel comfortable discussing a concern with school director.		80% Parents expressing high satisfaction with the school	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Climate Survey	88.6% Parents feel staff treats child fairly. 97.7% Parents feel comfortable on campus. 95.4% Parents expressing high satisfaction with the school. Data Year: 2024-25 Data Source: Local Climate Survey		Data Year: 2026-27 Data Source: Local Climate Survey	
3.4	Teacher/Staff Survey	3.11 Teachers/Staff feel most students are safe from violence matters of teaching 3.11 Teachers/Staff report students feel as though they are part of a community 3.78 Teachers/Staff report students feel a sense of community 3.11 Teachers/Staff report students feel welcome and comfortable in talking to adults 4.00 Teachers/Staff report students feel a sense of belonging Data Year: 2023-24	71.5% Teachers/Staff feel students are safe from bullying and harassment on campus. 71.4% Teacher/Staff feel school implements PBIS schoolwide. 92.8% Teachers/Staff feel students are connected to school and engaged in the school community. 100% feel valued and supported at school		3.60 Teachers/Staff feel most students are safe from violence matters of teaching 3.60 Teachers/Staff report students feel as though they are part of a community 4.20 Teachers/Staff report students feel a sense of community 3.60 Teachers/Staff report students feel welcome and	Two different surveys

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Climate Survey	Data Year: 2024-25 Data Source: Local Climate		comfortable in talking to adults 4.50 Teachers/Staff report students feel a sense of belonging Data Year: 2026-27 Data Source: Local Climate Survey	
3.5	Parent Academy	7 Meetings per year 1) Avid Parent Workshop 2) Aeries Parent Support 3) Targeted Conference Week 4) New Family Orientation (2x) 5) Screening of Screenagers documentary 6) Club Stride Parent Engagement Night Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	4 Meetings per year 1) Aeries Parent Support 2) Targeted Conference Week 3) New Family Orientation (2x) Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets		4 Workshops per year Data Year: 2026-27 Data Source: Local Data	Met Target
3.6	School Site Council	5 Meetings per year [9/23/23, 2/01/24, 3/19/24, 4/30/24, 5/28/24]	3 Meetings per year [11/19/24, 3/11/25, May TBD]		4 Meetings per year Data Year: 2026-27	Declined by two meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets		Data Source: Agenda/ Sign-in Sheets	
3.7	English Language Advisory Committee	3 Meetings per year [10/04/23, 10/05/23, 4/18/24] Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	4 Meetings per year [12/09/24, 01/27/25, 03/03/25, & 05/05/25] Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets		4 Meetings per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Met Target
3.8	Parent/Community/Town Hall	5 Meetings per year 1) Back to School Night 2) Open House 3) College and Career Expo 4) Community Health and Safety Fair 5) Multicultural Festival Data Year: 2023-24 Data Source: Calendar	4 Meetings per year 1) Back to School Night 2) Open House 3) Multicultural Festival 4) Charter renewal hearings Data Year: 2024-25 Data Source: Calendar		4 Meetings per year 1) Back to School Night 2) Open House 3) Multicultural Festival 4) College and Career Expo Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Met Target

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned. Student Information System and Communication was implemented, and the Charter School will continue to encourage parent participation. Parent and Community Engagement and Advisory was implemented, and there were many opportunities for parents and community to get involved as indicated in the metrics.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures: PENDING

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

Overall, the actions designed to support achievement of the goal were effective as planned. Student Information System and Communication was effective, and the Charter School will continue to encourage parent participation. Parent and Community Engagement and Advisory was effective, and there were many opportunities for parents and community to get involved as indicated in the metrics.

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

Goal 3 remains focused on Parent and Community Engagement. The actions and metrics will continue into 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Information System and Communication	Provide consistent communication to students, families, teachers, and staff through access to the SIS system, Aeries. Families can monitor their student's attendance and grades which helps them to serve as partners in the education of their student. Provide community outreach through the ParentSquare platform to send automated voice mail, texts, and emails to families in order to keep the community updated on school wide events/information, and notification of absences/tardies. This may a/so be	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		used by teachers to notify parents of class-specific information/notices. Communication will encourage families and community members to get involved, take leadership roles, and attend school events.		
3.2	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Griffin Days, Back to School Night, MITA Showcase, and other recruitment and engagement events to get families and community members involved with the school. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Ensure fully functioning School Site Council ("SSC") and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance.	$80,621.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$867154	$97354

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
30.236%	0.000%	$0.00	30.236%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental School Staffing **Need:** According to the 2024 California Dashboard, overall performance in English Language Arts was at the "Medium" level, with students averaging 44.2 points below the standard (DFS). This marks significant improvement, moving from "Very Low" in 2023 to "Medium" in 2024, an increase of two performance	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving or socially emotionally challenged will benefit from high quality instruction, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, NWEA MAP ELA, NWEA MAP Math, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels. Subgroup performance was as follows: Latino students scored 71.5 points below standard; socioeconomically disadvantaged students scored 50.1 points below standard; English Learners scored 70.9 points below standard; and Long-Term English Learners (LTEL) scored significantly lower at 124.2 points below standard. Filipino students, however, performed above the standard by an average of 30.7 points. According to the 2024 California Dashboard, overall math performance was at the "Medium" level, with students scoring an average of 78.2 points below the standard (DFS). This represents an improvement from the "Very Low" level reported in 2023. Performance by subgroup indicates that Latino students scored 101.4 points below standard, socioeconomically disadvantaged students scored 78.9 points below standard, English Learners scored 102.5 points below standard, and Long-Term English Learners (LTEL) showed the greatest need at 154.8 points below standard. Filipino students performed slightly above standard, with an average score of 3.6 points above standard. **Scope:** Schoolwide		
1.7	**Action:** Professional Development **Need:**	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low	SBAC ELA, SBAC Math, CAST Science, NWEA ELA, NWEA Math, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to the 2024 California Dashboard, overall performance in English Language Arts was at the "Medium" level, with students averaging 44.2 points below the standard (DFS). This marks significant improvement, moving from "Very Low" in 2023 to "Medium" in 2024, an increase of two performance levels. Subgroup performance was as follows: Latino students scored 71.5 points below standard; socioeconomically disadvantaged students scored 50.1 points below standard; English Learners scored 70.9 points below standard; and Long-Term English Learners (LTEL) scored significantly lower at 124.2 points below standard. Filipino students, however, performed above the standard by an average of 30.7 points. According to the 2024 California Dashboard, overall math performance was at the "Medium" level, with students scoring an average of 78.2 points below the standard (DFS). This represents an improvement from the "Very Low" level reported in 2023. Performance by subgroup indicates that Latino students scored 101.4 points below standard, socioeconomically disadvantaged students scored 78.9 points below standard, English Learners scored 102.5 points below standard, and Long-Term English Learners (LTEL) showed the greatest need at 154.8 points below standard. Filipino students performed slightly above standard, with an average score of 3.6 points above standard.	achieving will benefit from high quality instruction, the action will be provided on a schoolwide 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
	Scope: Schoolwide		
1.8	**Action:** After-School Program and Summer School **Need:** According to the 2024 California Dashboard, overall performance in English Language Arts was at the "Medium" level, with students averaging 44.2 points below the standard (DFS). This marks significant improvement, moving from "Very Low" in 2023 to "Medium" in 2024, an increase of two performance levels. Subgroup performance was as follows: Latino students scored 71.5 points below standard; socioeconomically disadvantaged students scored 50.1 points below standard; English Learners scored 70.9 points below standard; and Long-Term English Learners (LTEL) scored significantly lower at 124.2 points below standard. Filipino students, however, performed above the standard by an average of 30.7 points. According to the 2024 California Dashboard, overall math performance was at the "Medium" level, with students scoring an average of 78.2 points below the standard (DFS). This represents an improvement from the "Very Low" level reported in 2023. Performance by subgroup indicates that Latino students scored 101.4 points below standard, socioeconomically disadvantaged students scored 78.9 points below standard, English Learners scored 102.5 points below standard,	Based on CAASPP scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from after-school tutoring and summer school, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, NWEA MAP ELA, NWEA MAP Math, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Long-Term English Learners (LTEL) showed the greatest need at 154.8 points below standard. Filipino students performed slightly above standard, with an average score of 3.6 points above standard. **Scope:** Schoolwide		
1.10	**Action:** Intervention and Supplemental Materials **Need:** According to the 2024 California Dashboard, overall performance in English Language Arts was at the "Medium" level, with students averaging 44.2 points below the standard (DFS). This marks significant improvement, moving from "Very Low" in 2023 to "Medium" in 2024, an increase of two performance levels. Subgroup performance was as follows: Latino students scored 71.5 points below standard; socioeconomically disadvantaged students scored 50.1 points below standard; English Learners scored 70.9 points below standard; and Long-Term English Learners (LTEL) scored significantly lower at 124.2 points below standard. Filipino students, however, performed above the standard by an average of 30.7 points. According to the 2024 California Dashboard, overall math performance was at the "Medium" level, with students scoring an average of 78.2 points below the standard (DFS). This	Based on SBAC scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from intervention, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, NWEA MAP ELA, NWEA MAP Math, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	represents an improvement from the "Very Low" level reported in 2023. Performance by subgroup indicates that Latino students scored 101.4 points below standard, socioeconomically disadvantaged students scored 78.9 points below standard, English Learners scored 102.5 points below standard, and Long-Term English Learners (LTEL) showed the greatest need at 154.8 points below standard. Filipino students performed slightly above standard, with an average score of 3.6 points above standard. **Scope:** Schoolwide		
1.11	**Action:** Field Trips **Need:** Students need access to hands-on educational experiences as part of a broad course of study and to improve attendance. **Scope:** Schoolwide	Based on CAASPP scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from field trips, the action will be provided on a schoolwide basis.	Broad Course of Study, Attendance Rate, Chronic Absenteeism Rate, School Safety and School Connectedness
2.4	**Action:** Dress Code Support **Need:** According to the 2024 California Dashboard, Mare Island Technology Academy reduced its overall chronic absenteeism rate to 24.6%,	Based on the Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness and increased attendance for EL, FY, LI students due to barriers of dress code being removed. Moreover, because we expect that all students who are struggling to attend school due	Attendance Rate, Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	earning a "Medium" performance level after being classified as "Very High" at 34% in 2023. This reflects meaningful improvement, yet chronic absenteeism remains a serious concern for several student groups. Long-Term English Learners had the highest rate at 45.7%, followed by White students at 44.4%, English Learners at 37.3%, and students with disabilities at 33.3%. Socioeconomically disadvantaged students and Latino students also faced elevated rates at 26.3% and 25.9%, respectively. In contrast, Asian and Filipino students had lower absenteeism rates at 9.1% and 7.1%. **Scope:** Schoolwide	to lack of resources, the action will be provided on a schoolwide basis.	
2.5	**Action:** Physical Education and Athletics **Need:** According to the 2024 California Dashboard, Mare Island Technology Academy's overall suspension rate was classified as "High" at 13.7%, reflecting an improvement from the "Very High" level reported in 2023. While this marks positive movement, significant disparities remain among subgroups. African American/Black students had the highest suspension rate at 24.2%, followed by White students at 47.4%, socioeconomically disadvantaged students at 18%, and students with disabilities at 18.5%. English Learners and Long-Term English Learners had rates of 13.5% and 14.3%, respectively, while Latino	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness, improved behavior, and increased attendance for EL, FY, LI students. Moreover, because we expect that all students who are struggling to be connected to school will benefit from enrichment activities, the action will be provided on a schoolwide basis.	Suspension Rate, Chronic Absenteeism Rate, School Safety and Connectedness

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 were suspended at a rate of 10.6%. Filipino and Asian students had notably lower rates at 3.4% and 0%, respectively. Mare Island Technology Academy focused specifically on reducing the suspension rate of students in 2024-25 and has met the target of a suspension rate under 2%. According to the 2024 California Dashboard, Mare Island Technology Academy reduced its overall chronic absenteeism rate to 24.6%, earning a "Medium" performance level after being classified as "Very High" at 34% in 2023. This reflects meaningful improvement, yet chronic absenteeism remains a serious concern for several student groups. Long-Term English Learners had the highest rate at 45.7%, followed by White students at 44.4%, English Learners at 37.3%, and students with disabilities at 33.3%. Socioeconomically disadvantaged students and Latino students also faced elevated rates at 26.3% and 25.9%, respectively. In contrast, Asian and Filipino students had lower absenteeism rates at 9.1% and 7.1%. **Scope:** LEA-wide		
2.6	**Action:** Positive School Climate and Culture **Need:** According to the 2024 California Dashboard, Mare Island Technology Academy's overall	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness, improved behavior, and increased attendance for EL, FY, LI students. Moreover, because we expect that all students who are struggling to be connected to	Suspension Rate, Chronic Absenteeism Rate, School Safety and Connectedness

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
	suspension rate was classified as "High" at 13.7%, reflecting an improvement from the "Very High" level reported in 2023. While this marks positive movement, significant disparities remain among subgroups. African American/Black students had the highest suspension rate at 24.2%, followed by White students at 47.4%, socioeconomically disadvantaged students at 18%, and students with disabilities at 18.5%. English Learners and Long-Term English Learners had rates of 13.5% and 14.3%, respectively, while Latino students were suspended at a rate of 10.6%. Filipino and Asian students had notably lower rates at 3.4% and 0%, respectively. Mare Island Technology Academy focused specifically on reducing the suspension rate of students in 2024-25 and has met the target of a suspension rate under 2%. According to the 2024 California Dashboard, Mare Island Technology Academy reduced its overall chronic absenteeism rate to 24.6%, earning a "Medium" performance level after being classified as "Very High" at 34% in 2023. This reflects meaningful improvement, yet chronic absenteeism remains a serious concern for several student groups. Long-Term English Learners had the highest rate at 45.7%, followed by White students at 44.4%, English Learners at 37.3%, and students with disabilities at 33.3%. Socioeconomically disadvantaged students and Latino students also faced elevated rates at 26.3% and 25.9%, respectively. In contrast, Asian and Filipino	school will benefit from enrichment activities, the action will be provided on a schoolwide 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
	students had lower absenteeism rates at 9.1% and 7.1%. **Scope:** Schoolwide		
3.2	**Action:** Parent and Community Engagement and Advisory **Need:** Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs Implementation **Scope:** Schoolwide	Based on parent input and parent participation, this action will have the most opportunity for increase in parent input and participation for EL, FY, LI students. Moreover, because we expect that all students will benefit from their parents participating and providing input, the action will be provided on a schoolwide basis.	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support for English Learners	English Learners need specific language development instruction in order to make one level of growth toward proficiency each year.	EL Reclassification Rate, ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: According to the California Dashboard, the English Learner Progress Indicator significantly improved from 2023 to 2024. In 2023, performance was at the "Very Low" level, with only 42.9% of English Learners making progress toward English language proficiency, reflecting an 11.9% decline from the previous year. By 2024, however, performance increased notably to the "High" level, with 47.7% of English Learners achieving one year of growth in language proficiency. **Scope:** Limited to Unduplicated Student Group(s)		

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

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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:16
Staff-to-student ratio of certificated staff providing direct services to students		1:19

2025-26 Total 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	2867999	867154	30.236%	0.000%	30.236%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,023,772.00	$450,656.00	$143,722.00	$15,000.00	$4,633,150.00	$2,673,566.00	$1,959,584.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Basic, Core School Staffing	All	No			All Schools		$1,631,381.00	$0.00	$1,616,381.00	$0.00	$0.00	$15,000.00	$1,631,381.00	
1	1.2	Supplemental School Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$80,471.00	$0.00	$80,471.00	$0.00	$0.00	$0.00	$80,471.00	0
1	1.3	Support for Students with Disabilities	Students with Disabilities	No			All Schools		$364,397.00	$355,728.00	$424,660.00	$236,831.00	$58,634.00	$0.00	$720,125.00	
1	1.4	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$68,497.00	$10,426.00	$78,923.00	$0.00	$0.00	$0.00	$78,923.00	0
1	1.5	Technology Infrastructure and Support	All	No			All Schools		$0.00	$100,108.00	$24,786.00	$75,322.00	$0.00	$0.00	$100,108.00	
1	1.6	Fidelity to the Core Curriculum	All	No			All Schools		$0.00	$52,040.00	$52,040.00	$0.00	$0.00	$0.00	$52,040.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$226,638.00	$30,767.00	$257,405.00	$0.00	$0.00	$0.00	$257,405.00	0
1	1.8	After-School Program and Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$137,780.00	$83,335.00	$151,457.00	$69,658.00	$0.00	$0.00	$221,115.00	0
1	1.9	School Supplies	All	No			All Schools		$0.00	$10,982.00	$10,982.00	$0.00	$0.00	$0.00	$10,982.00	

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	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$51.00	$51.00	$0.00	$0.00	$0.00	$51.00	0
1	1.11	Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,929.00	$5,929.00	$0.00	$0.00	$0.00	$5,929.00	0
1	1.12	School Support Infrastructure	All	No			All Schools		$0.00	$528,818.00	$512,624.00	$7,347.00	$8,847.00	$0.00	$528,818.00	
2	2.1	Clean, Safe Facilities	All	No			All Schools		$0.00	$511,986.00	$511,986.00	$0.00	$0.00	$0.00	$511,986.00	
2	2.2	Student Health	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Healthy Meals	All	No			All Schools		$0.00	$137,739.00	$0.00	$61,498.00	$76,241.00	$0.00	$137,739.00	
2	2.4	Dress Code Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,438.00	$10,438.00	$0.00	$0.00	$0.00	$10,438.00	0
2	2.5	Physical Education and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$164,402.00	$5,833.00	$170,235.00	$0.00	$0.00	$0.00	$170,235.00	
2	2.6	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$31,624.00	$31,624.00	$0.00	$0.00	$0.00	$31,624.00	0
2	2.7	Student Engagement	All	No			All Schools		$0.00	$3,159.00	$3,159.00	$0.00	$0.00	$0.00	$3,159.00	
3	3.1	Student Information System and Communication	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Parent and Community Engagement and Advisory	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$80,621.00	$80,621.00	$0.00	$0.00	$0.00	$80,621.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2867999	867154	30.236%	0.000%	30.236%	$867,154.00	0.000%	30.236 %	**Total:**	$867,154.00
								LEA-wide Total:	$170,235.00
								Limited Total:	$78,923.00
								Schoolwide Total:	$617,996.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Supplemental School Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,471.00	0
1	**1.4**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$78,923.00	0
1	**1.7**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$257,405.00	0
1	**1.8**	After-School Program and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$151,457.00	0
1	**1.10**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$51.00	0
1	**1.11**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,929.00	0
2	**2.4**	Dress Code Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	$10,438.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Physical Education and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income		$170,235.00	
2	**2.6**	Positive School Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$31,624.00	0
3	**3.2**	Parent and Community Engagement and Advisory	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,621.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,986,396.00	$4,702,532.00

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	**1.2**	Basic, Core School Staffing	No	$1,498,864.00	$1,526,701
1	**1.3**	Supplemental School Staffing	Yes	$535,059.00	$331,030
1	**1.4**	Support for Students with Disabilities	No	$304,375.00	$609,417
1	**1.5**	Support for English Learners	Yes	$60,848.00	$71,669
1	**1.6**	Technology Infrastructure and Support	No	$212,232.00	$92,579
1	**1.7**	Fidelity to the Core Curriculum	No	$34,302.00	$45,726
1	**1.8**	Professional Development	Yes	$8,005.00	$35,689
1	**1.9**	After-School Program and Summer School	Yes	$181,169.00	$241,751
1	**1.10**	School Supplies	No	$7,236.00	$9,625
1	**1.11**	Intervention and Supplemental Materials	Yes	$0.00	$1,857
1	**1.12**	Field Trips	Yes	$4,201.00	$5,196

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	**1.13**	School Support Infrastructure	No	$533,356.00	$773,609
2	**2.1**	Clean, Safe Facilities	No	$417,177.00	$504,786
2	**2.2**	Student Health	No	$0.00	$0
2	**2.3**	Healthy Meals	No	$164,515.00	$123,733
2	**2.4**	Dress Code Support	Yes	$9,370.00	$9,148
2	**2.5**	Physical Education and Athletics	Yes	$4,817.00	$193,446
2	**2.6**	Positive School Climate and Culture	Yes	$1,680.00	$19,180
2	**2.7**	Student Engagement	No	$5,822.00	$35,378
3	**3.1**	Student Information System and Communication	No	$0.00	$0
3	**3.2**	Parent and Community Engagement and Advisory	Yes	$3,368.00	$72,012

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
612888	$472,270.00	$612,889.00	($140,619.00)	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**	Supplemental School Staffing	Yes	$390,878.00	244095	0	
1	**1.5**	Support for English Learners	Yes	$60,848.00	71669	0	
1	**1.8**	Professional Development	Yes	$176.00	26156	0	
1	**1.9**	After-School Program and Summer School	Yes	$10,179.00	0	0	
1	**1.11**	Intervention and Supplemental Materials	Yes	$0.00	1857	0	
1	**1.12**	Field Trips	Yes	$4,141.00	5196	0	
2	**2.4**	Dress Code Support	Yes	$0.00	9148	0	
2	**2.5**	Physical Education and Athletics	Yes	$1,000.00	193446		
2	**2.6**	Positive School Climate and Culture	Yes	$1,680.00	19180	0	
3	**3.2**	Parent and Community Engagement and Advisory	Yes	$3,368.00	42142	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2511374	612888	0	24.404%	$612,889.00	0.000%	24.405%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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