



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Empire Unified School District

CDS Code: 37682130000000

School Year: 2025-26

LEA contact information:

Dr. Patrick Keeley

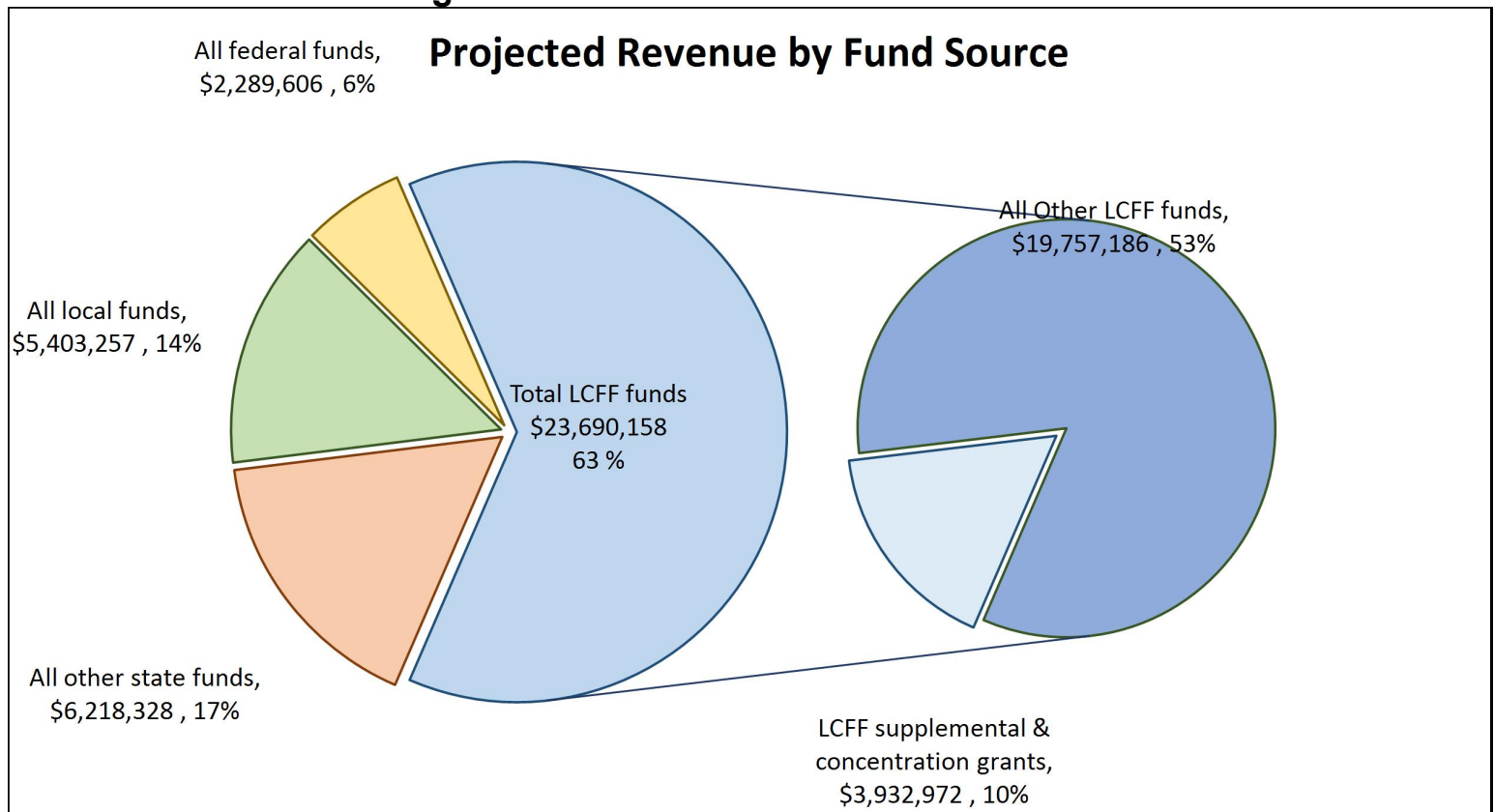
Superintendent

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(619) 473-9022

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

Budget Overview for the 2025-26 School Year

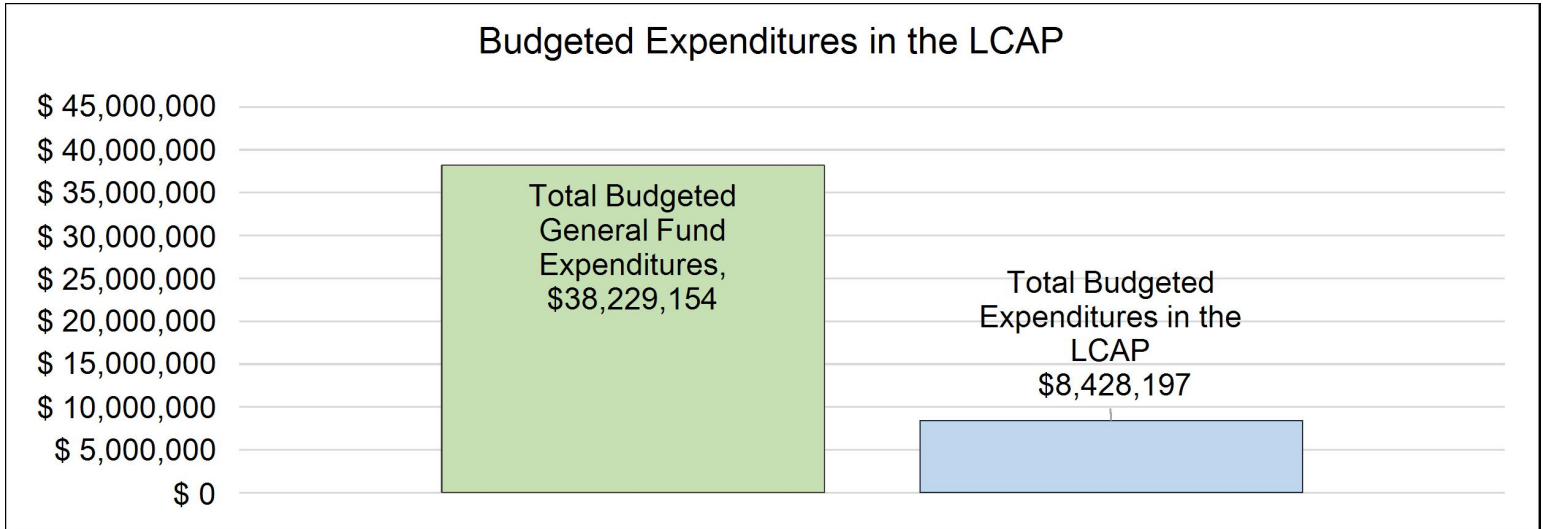


This chart shows the total general purpose revenue Mountain Empire Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Empire Unified School District is \$37,601,349, of which \$23,690,158 is Local Control Funding Formula (LCFF), \$6,218,328 is other state funds, \$5,403,257 is local funds, and \$2,289,606 is federal funds. Of the \$23,690,158 in LCFF Funds, \$3,932,972 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mountain Empire Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain Empire Unified School District plans to spend \$38,229,154 for the 2025-26 school year. Of that amount, \$8,428,197 is tied to actions/services in the LCAP and \$29,800,957 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include the Districts base program.

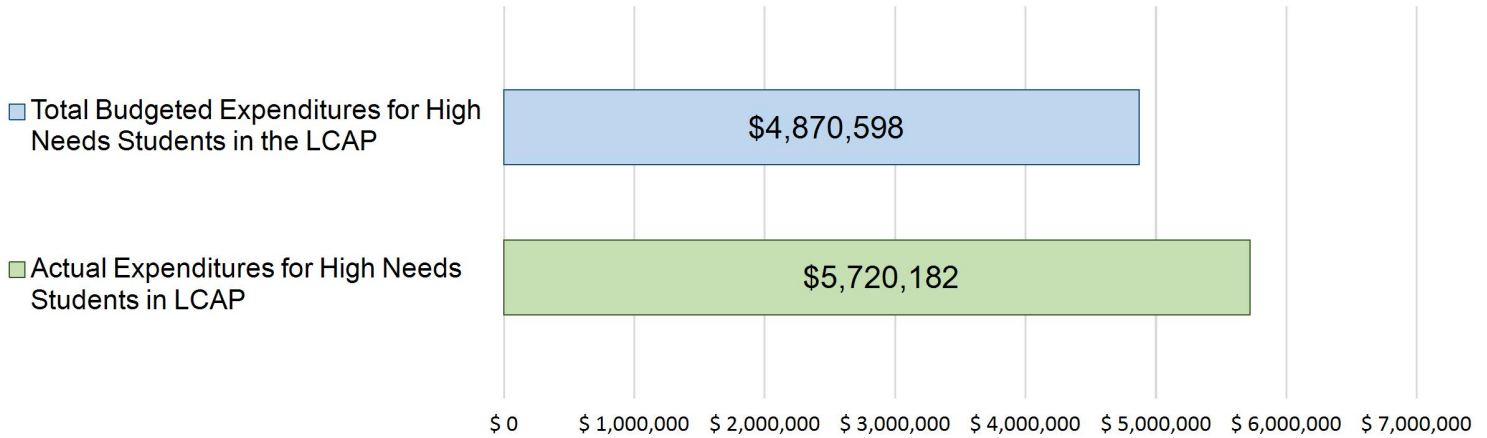
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Mountain Empire Unified School District is projecting it will receive \$3,932,972 based on the enrollment of foster youth, English learner, and low-income students. Mountain Empire Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Empire Unified School District plans to spend \$3,963,078 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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



This chart compares what Mountain Empire Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain Empire Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Mountain Empire Unified School District's LCAP budgeted \$4,870,598 for planned actions to increase or improve services for high needs students. Mountain Empire Unified School District actually spent \$5,720,182 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Empire Unified School District	Dr. Patrick Keeley Superintendent	patrick.keeley@meusd.org (619) 473-9022

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.

The Mountain Empire Unified School District (MEUSD) spans over 660 square miles in the southeasternmost region of San Diego County, bordered by Baja California, Mexico to the south and Imperial County to the east. Set amidst mountainous terrain ranging from 2,500 to 6,000 feet in elevation, MEUSD serves a geographically dispersed and resilient community, educating approximately 1,700 students from toddler preschool through grade 12.

This rural context presents unique challenges, such as limited access to broadband internet, long transportation routes, and barriers to healthcare access. However, it also cultivates close-knit relationships, a deep sense of community, and the opportunity for personalized learning environments.

Our student population is diverse and culturally vibrant: 64.6% identify as Hispanic, 25.7% as White, 4.2% as American Indian or Alaska Native, 4.1% as Two or More Races, 0.9% as African American, 0.3% as Asian, and 0.3% as Filipino. MEUSD supports 16.3% of students as English Learners, 8.5% have been Reclassified Fluent English Proficient (RFEP), and 11.7% are identified as Long-Term English Learners (LTELs). Additionally, 53.8% of students qualify for free or reduced-price meals.

MEUSD takes a whole-child approach, integrating academic, behavioral, and social-emotional supports to address the diverse needs of our students. This work is grounded in robust partnerships with families and staff, with systems designed for early identification, tiered intervention, and collaborative problem-solving to ensure meaningful outcomes for every learner—especially those historically underserved.

Our long-term strategy is guided by the Portrait of a Graduate, Portrait of an Adult, and Systems Portrait—three visionary frameworks that define the knowledge, skills, and mindsets we aim to develop across our learning community. These portraits inform our LCAP goals, shaping the actions and metrics that move us toward equity and excellence.

To further address equity, Hillside Jr. Sr. High and Sunrise High have been designated as Equity Multiplier schools due to non-stability rates exceeding 25% and socioeconomically disadvantaged enrollment over 70%. Each school will have a dedicated Equity Multiplier Focus Goal based on the California School Dashboard data and informed by educational partner input at the school site.

Reflections: Annual Performance

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

Reflecting on the annual performance based on the review of the California School Dashboard and local data for the Mountain Empire Unified School District (MEUSD) brings to light some critical areas that need attention and improvement. The district's identification for Differentiated Assistance based on the Dashboard Indicators for Academics, Suspensions, and College and Career Readiness underscores the complexity and depth of challenges facing the district.

The data on Academic Indicators, particularly in English Language Arts (ELA) and Math, reveals significant disparities among various student groups within the Mountain Empire Unified School District (MEUSD). English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities consistently perform at the lowest levels, as indicated by red ratings on the 2023 California School Dashboard. This highlights systemic issues in providing equitable access to quality education and targeted support for these groups.

Addressing these disparities requires tailored interventions, such as specialized language support for English Learners and differentiated instruction for Students with Disabilities. These needs align with actions under Goal 3 of our Local Control and Accountability Plan (LCAP), specifically actions 3.1, 3.2, 3.3, and 3.4.

The 2023 California School Dashboard identified several schools and student groups with critical needs in ELA performance, signaling the necessity for targeted interventions:

- Campo Elementary: English Learners and Students with Disabilities.
- Clover Flat Elementary: Socioeconomically Disadvantaged students, Hispanic students, and All students.
- Potrero Elementary School: Socioeconomically Disadvantaged students, Hispanic students, English Learners, and All students.
- Mountain Empire Junior High School: Socioeconomically Disadvantaged students, Hispanic students, English Learners, and All students.

Similarly, red indicators for Math performance were identified across the district for Students with Disabilities, and at Campo Elementary for English Learners and Students with Disabilities. Additionally, English Learner Progress was a red indicator at Campo Elementary. These findings underscore the urgent need for strategic and targeted actions to address educational inequities and improve outcomes for all students.

The College and Career Readiness Indicator also presents a concern, with English Learners falling into the red category for Mountain Empire High School. This signals a potential gap in preparing these students for post-secondary education and future career opportunities. Enhancing resources and programs aimed at college and career readiness, particularly for marginalized student groups, will be crucial in addressing this issue. This need is supported by actions under Goal 3, specifically actions 3.1, 3.3, and 3.4, and Goal 5, actions 5.1.

Chronic absenteeism emerges as another significant challenge, with White, Homeless, and American Indian students identified in the red. Chronic absenteeism can have detrimental effects on student learning and academic achievement. Implementing strategies to address the root causes of absenteeism, such as providing support services for homeless students and culturally responsive interventions for American Indian students, can help improve attendance rates and overall student outcomes. This need is supported by actions under Goal 4, specifically actions 4.1, 4.2, 4.3, and 4.4.

The 2023 California School Dashboard identified a few schools and specific student groups with critical needs in Pupil Engagement, specifically chronic absenteeism:

- Clover Flat Elementary: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, and All students.
- Descanso Elementary: Students with Disabilities, and White students.
- Mountain Empire Junior High: All students and the following student groups - Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, and White students.

Furthermore, the suspension rates highlight disparities in disciplinary practices, with Socioeconomically Disadvantaged students, Hispanic students, English Learners, and African American students disproportionately affected. This underscores the importance of adopting restorative justice practices and culturally responsive approaches to discipline to create a more inclusive and supportive school environment. This need is supported by actions under Goal 4, specifically actions 4.1, 4.2, 4.3, and 4.4.

The 2023 California School Dashboard identified a few schools and specific student groups with critical needs with School Climate, specifically Suspension rates:

- Mountain Empire Junior High: English Learners, Socioeconomically Disadvantaged, Hispanic, and All students.
- Mountain Empire High: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and All students.

The 2024 California School Dashboard and local data reflect a complex picture of growth and persistent challenges for Mountain Empire Unified School District (MEUSD). As a district that approaches improvement through a whole-child, whole-system lens, we continue to strengthen our tiered supports to improve academic, behavioral, and well-being outcomes for all students—especially those in historically underserved groups.

Progress and Persisting Needs:

Chronic Absenteeism improved by 5.7 percentage points but remains a significant concern at 37.3% overall, earning a Yellow status. Addressing chronic absenteeism remains a district priority through enhanced family engagement, transportation support, and tiered attendance interventions—addressed in Goal 4, Actions 4.1–4.4. The Two or More Races student group remained in the Red.

Site-level red indicators were identified at:

- Mountain Empire Junior High: All students; Socioeconomically Disadvantaged, Hispanic, English Learners, and Long-Term English Learners.

- Clover Flat Elementary and Descanso Elementary also showed chronic absenteeism disparities among Students with Disabilities and White students.

Graduation Rate rose to 91.9%, a 2.6 percentage point increase, earning a Green status. This reflects targeted efforts in credit recovery, counseling, and college/career pathways, as well as monitoring enrollment swings fluctuations as a factor in a small school district.

Suspension Rate increased to 6.9%—a 2 percentage point increase, placing MEUSD in the Orange status. These patterns reinforce the need for restorative practices, trauma-informed responses, and culturally responsive discipline systems. Student groups in the Red include: American Indian, Long-Term English Learners, Students with Disabilities, and Two or More Races.

Red-level suspension disparities are seen at:

- Mountain Empire Junior High: All students, Socioeconomically Disadvantaged, Hispanic, English Learners, and Long-Term English Learners.
- Mountain Empire High: Hispanic and Socioeconomically Disadvantaged students.

English Language Arts (ELA) performance declined by 11.7 points to 69.2 points below standard, earning an Orange status. Student groups in the Red include: American Indian, English Learners, Homeless, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. Red indicators were found at:

- Campo Elementary: All students, English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged.
- Clover Flat Elementary: All students, Hispanic, and Socioeconomically Disadvantaged.
- Potrero Elementary: Hispanic, English Learners, and Socioeconomically Disadvantaged.
- Mountain Empire High: All students.

Mathematics remains a critical concern with 95.5 points below standard (Red) and a decline of 3.8 points. Student groups in the Red include: American Indian, English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged, and Two or More Races. Red school-level indicators include:

- Mountain Empire Junior High: All students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and Hispanic.
- Mountain Empire High: All students.
- Clover Flat Elementary: All students, Hispanic, and Socioeconomically Disadvantaged.

English Learner Progress declined by 12 percentage points, with only 41.6% making progress, earning a Red status. These results confirm the need to strengthen designated and integrated ELD instruction, enhance early intervention, and expand professional learning for teachers supporting English Learners. Targeted concerns were found at:

- Potrero Elementary: English Learners.

College and Career Readiness rose to 22.8% Prepared, a 2.6-point increase (Yellow status). While trending upward, this metric still highlights access and preparedness gaps for English Learners and low-income students—necessitating expanded dual enrollment, CTE alignment, and support for A-G completion (Goal 5, Actions 5.1–5.3).

Science performance (informational only) averaged 24.1 points below standard, with no student groups in the Red, showing opportunity for

growth with standards-aligned instruction and hands-on inquiry.

Strategic Implications and LCAP Alignment: This year’s data reinforce the urgency of sustained focus on equity, coherence, and responsiveness in how supports are delivered. In alignment with our strategic portraits and districtwide systems, MEUSD continues to expand:

- Tiered academic supports that respond early to academic gaps and are grounded in diagnostic data.
- Integrated social-emotional and behavioral practices to improve engagement, reduce suspensions, and create safe, connected campuses.
- Language development and access strategies for English Learners, including supports for Long-Term English Learners.
- Site-specific action plans at schools with multiple indicators in the red, particularly Mountain Empire Junior High and High Schools.

These improvement strategies are reflected in Goals 3, 4, and 5 of our LCAP, developed in collaboration with educational partners and driven by continuous progress monitoring. All Learning Recovery Emergency Block Grant (LREBG) funds have been fully expended. MEUSD remains committed to ensuring that every student has the opportunity and support to thrive. Our challenge now is to deepen coherence between what we envision for students and what our systems deliver—anchored by our commitment to equity, access, and excellence for all.

Reflections: Technical Assistance

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

Mountain Empire Unified School District’s (MEUSD) journey in Differentiated Assistance has continued to evolve through deepened collaboration with the San Diego County Office of Education (SDCOE). The partnership remains central to the district’s strategic efforts to reduce performance disparities and strengthen systems of support across academic, behavioral, and engagement domains.

The Differentiated Assistance Team includes the Director of Education and Instructional Services, Director of Human Resources and Special Education, site leaders from Mountain Empire High and Clover Flat Elementary, the Community Schools Coordinator, and a dedicated SDCOE Differentiated Assistance Coach. Together, the team conducts ongoing analysis and planning aligned with Dashboard performance indicators, LCAP goals, and continuous improvement cycles.

Key Technical Assistance Activities (2023–24):

- **Data Analysis and Root Cause Identification:** The team engages in deep analysis of California School Dashboard results and local data. In 2024, this included examining persistently low performance levels—particularly Red indicators for American Indian, English Learner, Long-Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities student groups across ELA, Math, Chronic Absenteeism, Suspension, and English Learner Progress.
- **Empathy Interviews and Root Cause Analysis:** In 2023–24, the team conducted empathy interviews with students with IEPs to better understand their experiences in math instruction. Analysis of instructional minutes across schools revealed inconsistencies in math learning time, prompting supplemental program adoption and master schedule reviews. In 2024, the district shifted focus to

American Indian student experiences in ELA, Math, attendance, and school climate—highlighting the need for culturally responsive and inclusive practices.

- Multi-Tiered System of Supports (MTSS): MEUSD expanded its MTSS implementation across all schools to provide integrated academic, behavioral, and social-emotional supports. These efforts are grounded in data and aligned with the LCAP's whole-child priorities.
- ELA/Literacy Committee: A districtwide committee was formed to strengthen Tier I literacy instruction, informed by subgroup performance data and equity gaps in ELA.
- Community Schools Expansion: Six school sites now operate under the Community Schools model, offering coordinated services such as extended learning, mental health support, and parent engagement tailored to local needs.
- Integration of CIM (Compliance and Improvement Monitoring): In 2023-24, MEUSD aligned Special Education compliance efforts with LCAP priorities, reinforcing systemic support for Students with Disabilities and ensuring special education initiatives contribute to districtwide improvement.

Key Technical Assistance Activities (2024-25):

- MTSS District Leadership Team and SDCOE Partnership: In 2024–25, the MTSS District Leadership Team continued its close collaboration with the San Diego County Office of Education (SDCOE) to strengthen MEUSD's multi-tiered system of supports. Together, the team built MTSS foundational structures and developed a comprehensive district MTSS Handbook for all staff. This work included the launch of the MTSS framework for Literacy and the districtwide alignment and updating of Student Study Team (SST) procedures and practices, ensuring a consistent approach to intervention and support across all schools.
- ELA/Literacy Committee: The ELA/Literacy Committee expanded its focus on improving Tier I literacy instruction. The committee developed Tier I master schedules for both elementary and secondary ELA courses and established aligned assessment practices and instructional routines. This work created a cohesive and consistent literacy framework to better meet the needs of all students, with an emphasis on closing equity gaps in ELA performance.
- Strengthened Partnerships with Native American Tribal Partners: MEUSD deepened its collaboration with three local tribal education departments by co-hosting Indian Education Alliance meetings and utilizing local data to identify additional Native American students not captured in CALPADS. These strengthened partnerships supported co-planned interventions to address academic and engagement needs and led to the drafting of memorandums of understanding (MOUs) to formalize collaboration beginning in the 2025–26 school year.

These technical assistance efforts remain a core pillar of MEUSD's improvement strategy. By leveraging SDCOE's coaching and facilitating authentic engagement among district staff and community partners, the district is building the capacity to address complex challenges with coherence, urgency, and equity. This integrated support structure directly informs ongoing LCAP development and implementation, ensuring alignment between identified student needs, strategic goals, and targeted actions.

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.

No schools in Mountain Empire Unified School District are currently identified for Comprehensive Support and Improvement (CSI) under the California School Dashboard criteria.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	LCAP Surveys included input from classified and certificated staff, Strategic Planning Committee Meetings, Regular Board of Education meetings, and Differentiated Assistance Team meetings.
Other School Personnel	LCAP Surveys included input from classified and certificated staff, Strategic Planning Committee Meetings, Regular Board of Education meetings, and Differentiated Assistance Team meetings.
Principals and District Administrators	LCAP Surveys included input from classified and certificated staff, Strategic Planning Committee Meetings, Regular Board of Education meetings, and Differentiated Assistance Team meetings.
Local Bargaining Units (CSEA, META)	LCAP Surveys included input from classified and certificated staff, Strategic Planning Committee Meetings, Regular Board of Education meetings.
Parent Advisory Committee	LCAP Surveys included input from parents and guardians, Strategic Planning Committee meetings, Regular Board of Education meetings, School Site Council, Indian Education Alliance Committee, English Learner Advisory Committee, and District English Learner Advisory Committee meetings.
Parents and Families	LCAP Surveys included input from parents and guardians, Strategic Planning Committee meetings, Regular Board of Education meetings, School Site Council, Indian Education Alliance Committee, English Learner Advisory Committee, and District English Learner Advisory Committee meetings.
Parents and Families of Students of Exceptional Needs	LCAP Surveys included input from parents and guardians of students with exceptional needs, Strategic Planning Committee meetings,

Educational Partner(s)	Process for Engagement
	Regular Board of Education meetings, School Site Council, Indian Education Alliance Committee, English Learner Advisory Committee, and District English Learner Advisory Committee meetings.
Students	LCAP surveys included input from students, Student empathy interviews, and Strategic Planning Committee workgroups
District English Learner Advisory Committee (DELAC)	LCAP Surveys included input from parents and guardians of Multilingual families, LCAP was agendized and discussed at a DELAC meetings
Indian Education Alliance Committee	LCAP Surveys included input from parents and guardians of American Indian/Alaskan Native families and Tribal Leadership, LCAP was agendized and discussed at a Indian Education Alliance meetings
East County SELPA	Comprehensive and Improvement Monitoring Plan development and Progress Report meetings
Hillside Jr. Sr. High & Sunrise High Educational Partners	LCAP surveys included input from students, parents, and guardians. Student empathy interviews, and Strategic Planning Committee workgroups. Equity Multiplier Input surveys included input from students, staff, parents, and guardians.

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

The Local Control and Accountability Plan (LCAP) for Mountain Empire Unified School District (MEUSD) is deeply informed by the collective voices of educational partners gathered through targeted outreach efforts and collaborative sessions at both the district and site levels. This year’s engagement process emphasized depth, equity, and dialogue, ensuring that diverse perspectives directly shaped goals, actions, and resource allocation. MEUSD gathered input from a wide range of forums, including:

- Classified and Certificated Labor Partners (CSEA and META)
- Parent Advisory Committees and School Site Councils
- Indian Education Alliance and Tribal Leadership Meetings
- District English Learner Advisory Committee (DELAC) and Site-Based ELACs
- Coffee with the Principal/Counselor Events
- Preschool Advisory Committee
- Family Literacy Nights and ESY Family Engagement Meetings
- Student, Staff, and Family CHKS Survey Responses
- District and School-Level Staff Surveys
- MTSS District Leadership Team and Site-Level MTSS Teams
- English Language Arts and Literacy Leadership Team
- Community Engagement Initiative (CEI) Cohorts

- East County SELPA Public Hearings

These engagement opportunities surfaced critical insights and co-developed solutions that led directly to updates across all five LCAP goals:

- **Transparent Engagement and Community Partnership:** Stakeholders highlighted the need for stronger two-way communication, cultural responsiveness, and expanded access to decision-making spaces. These values are reflected in Goal 1 actions that promote inclusive family engagement, especially in rural communities and among underserved populations.
- **Safe, Modern Learning Environments:** School site teams and advisory groups voiced a desire for modernized facilities and safe, welcoming school climates. This feedback shaped Goal 2 priorities around capital improvements, expanded wellness spaces, and employee retention initiatives.
- **High-Quality Staff and Professional Learning:** Instructional teams, school leaders, and labor partners emphasized the need for consistent, inclusive, and MTSS-aligned professional development. In Goal 3, feedback resulted in streamlined actions, a new MTSS Leadership Team, and onboarding systems that reflect the CA Portrait of a Graduate (PoG). The decision to discontinue the Dual Language Immersion program (Action 3.7) was directly influenced by partner input regarding staffing sustainability and equity of access.
- **Whole Child Supports and Social-Emotional Learning:** Mental wellness, SEL instruction, and inclusive behavior support were frequent themes in survey and public hearing feedback. These priorities are embedded throughout Goal 4, which includes the rollout of a new SEL curriculum, integration of SEL into MTSS structures, and revised implementation timelines for SEL survey tools.
- **Equity and Alternative Education Pathways – Focus on Equity Multiplier Schools:** In recognition of the Equity Multiplier designation for Sunrise and Hillside High Schools, MEUSD prioritized feedback from staff, students, and families at these sites. Key requests included more targeted academic interventions, improved tracking of ELA progress, and access to flexible learning environments that prevent students from leaving for charter schools. In response:
 - a. Goal 5 was expanded to include Action 5.3: Redhawk Academy, offering individualized instruction and placement flexibility.
 - b. Metric 5.6 was introduced to monitor academic growth in ELA using CAASPP data.
 - c. Family engagement actions were redesigned to occur during all-school events, reducing barriers and improving accessibility.These changes directly reflect site-specific priorities from engagement with alternative education partners and reinforce MEUSD's commitment to equity-focused planning.

In summary, MEUSD's 2024–25 LCAP reflects a shared commitment to equity, partnership, and continuous improvement. By centering the voices of students, families, staff, and community allies through robust and varied engagement, the district has refined its strategic focus to better serve all learners while honoring the lived experiences of its educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Mountain Empire Unified School District (MEUSD) aims to achieve an increase in active engagement from community members and families in school governance and decision-making processes, as measured by participation rates in surveys, public meetings, and volunteer activities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

During the district's educational partner engagement process, families suggested that the district expand its efforts to more effectively communicate and operationalize the unified district strategic vision, emphasizing the importance of goal setting and perseverance in achieving success. This input was pivotal in shaping Mountain Empire Unified School District's (MEUSD) goal to enhance transparent engagement and cultivate strong community connections by 2029. The goal aligns with MEUSD's commitment to fostering supportive relationships built on trust and commitment, which are crucial for the holistic development of every community member.

By focusing on increasing transparent engagement, MEUSD aims to ensure that all stakeholders are not only informed but actively involved in the educational processes and decisions. This approach is intended to create a collaborative environment where feedback and community participation lead to better decision-making and more effective educational outcomes. It reflects a strategic move to make the district more accessible and responsive to the needs of its community, thereby reinforcing the importance of shared goals and collective efforts in realizing the district's vision. This goal is a direct response to community feedback and an embodiment of MEUSD's dedication to strengthening the educational partnership through trust, transparency, and committed action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number/percentage of reachable families Data Source: Aeries/Catapult Connect Reports	Email Reachability: 61.5% Text Reachability: 69.5% (May 2024 Catapult Connect Report)	<ul style="list-style-type: none"> Email Reachability: 82% 		Email Reachability: 92% Text Reachability: 92%	<ul style="list-style-type: none"> Email Reachability: increased by 20.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> Text Reachability: 89% (May 2025 Catapult Connect Report)			<ul style="list-style-type: none"> percentage points Text Reachability: increased by 19.5 percentage points
1.2	Number of Family Institute workshops and trainings annually Data Source: Local Reports	2023-24: 5 Family Institute Workshops 2 Early Literacy Family Nights 2 Tribal Community Early Literacy Family Nights	2024-25: <ul style="list-style-type: none"> 0 Family Institute Workshops 6 Family Literacy Events 0 Tribal Community Early Literacy Family Nights ParentGuidance.org 1 Superintendent's Book Club Events 		Calendar of 10 Family Institute Workshops-Trainings annually	<ul style="list-style-type: none"> Decreased Family Institute Workshops by 5 events (from 5 to 0) Increased Family Literacy Events by 4 events (from 2 to 6) Decreased Tribal Community Early Literacy Family Nights at 0 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(down from 2)
1.3	Number/percentage of families of unduplicated students and students with exceptional needs participating in Family Institute classes (i.e., Math night, reading night, college preparedness, college/career information, Kindergarten preparedness, “helping your child at home,” parenting classes, Family Financial Awareness, etc.) Data Source: Local Attendance Reports-Sign In Sheets	No Baseline Data Available - New Metric	Campo: 10 Clover Flat: unknown Descanso: 15 Potrero: 7 Hillside Jr. Sr. High/Sunrise: 7 MEJH: 15 MEHS: 4 (New baseline established in 2024-25)		Increase participation of families of unduplicated students and families of students with exceptional needs in Parent/Family Workshops by 10% each year.	New baseline established in 2024-25
1.4	Participation Rate Metrics: Number/Percentage of participation in school level surveys and school level meetings. Data Source: Local Attendance Reports-Sign In Sheets	2023-24: School Surveys: Campo Elementary = 21 Families Clover Flat Elementary = 6 Families Descanso Elementary = 29 Families Potrero Elementary = 48 Families Mountain Empire Junior High = 30 Families	School Surveys: <ul style="list-style-type: none"> Campo Elementary = 21 Families Clover Flat Elementary = 6 Families Descanso Elementary 		Increase in participation rates in surveys, meetings, and volunteer programs by 50% relative to baseline year 2024.	School Surveys: <ul style="list-style-type: none"> Campo Elementary = Maintained Clover Flat Elementary = Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hillside Jr. Sr. High = 0 Families Sunrise High = 1 Family Mountain Empire High School = 20 Families</p> <p>School Meetings: Campo Elementary = 18 Families Clover Flat Elementary = 2 Families Descanso Elementary = 49 Families Potrero Elementary = 21 Families Mountain Empire Junior High = 84 Families Hillside Jr. Sr. High = 1 Family Sunrise High = 1 Family Mountain Empire High School = 42 Families</p>	<p>ry = 29 Families</p> <ul style="list-style-type: none"> Potrero Elementary = 49 Families Mountain Empire Junior High = 30 Families Hillside Jr. Sr. High = 0 Families Sunrise High = 1 Family Mountain Empire High School = 20 Families <p>School Meetings:</p> <ul style="list-style-type: none"> Campo Elementary = 18 Families Clover Flat Elementary = 2 Families Descanso Elementa 			<ul style="list-style-type: none"> Descanso Elementary = Maintained Potrero Elementary = Increased by 1 Family Mountain Empire Junior High = Maintained Hillside Jr. Sr. High = Maintained Sunrise High = Maintained Mountain Empire High School = Maintained <p>School Meetings:</p> <ul style="list-style-type: none"> Campo Elementary =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> ry = 49 Families • Potrero Elementary = 21 Families • Mountain Empire Junior High = 84 Families • Hillside Jr. Sr. High = 1 Family • Sunrise High = 1 Family • Mountain Empire High School = 42 Families (2024-25)			<ul style="list-style-type: none"> Maintained • Clover Flat Elementary = Maintained • Descanso Elementary = Increased by 1 Family • Potrero Elementary = Maintained • Mountain Empire Junior High = Maintained • Hillside Jr. Sr. High = Maintained • Sunrise High = Maintained • Mountain Empire High School =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Maintained
1.5	Feedback Utilization: % of community feedback to be visibly integrated into district decision-making processes. Data Source: Local Reports	No Baseline Data Available - New Metric	60% of community feedback to be visibly integrated into district decision-making processes. (New baseline established in 2024-25)		80% of community feedback to be visibly integrated into district decision-making processes	New baseline established in 2024-25
1.6	Volunteer Program Success: Achieve a yearly increase of 10% in registered volunteers and volunteer hours contributed to the district. Data Source: Local Reports	No Baseline Data Available - New Metric	2024-25: Campo: 30 Clover Flat: unknown Descanso: 5/32 Potrero: 0/12 Hillside Jr. Sr. High/Sunrise: 0 MEJH:4 MEHS: 15 (New baseline established in 2024-25)		Each School Site will have 10 registered volunteers with active volunteer hours.	New baseline established in 2024-25
1.7	Number/percentage of parents completing the annual district LCAP survey to provide input into decisions for the district and schools	2023-24: 69/4.9% of parents completed the annual district LCAP survey	2024-25: 0% of parents completed the annual district LCAP survey		100% of parents will complete the annual district LCAP survey	Decline of 4.9% of participation in annual district LCAP survey
1.8	School Climate Survey results in the area of	Families - School Connectedness: 84%	Families:		School Connectedness = 70%	No Data Collected for 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school safety and feeling of connectedness	School Safety: 78% Agree/Strongly Agree (2023-24)	<ul style="list-style-type: none"> School Connectedness: % School Safety: % Agree/Strongly Agree (2024-25)		School Safety - 70% (Agree or Strongly Agree)	

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.

In 2024–25, MEUSD aimed to deepen active community and family engagement through a mix of digital, in-person, and site-based strategies. Action 1.1 was fully implemented, enhancing communication consistency across district platforms. However, Actions 1.2 and 1.5 faced setbacks due to 13 days of school closures from inclement weather and Safety Power Shutoffs. These disruptions hindered several planned outreach sessions. Staffing and facilities limitations also delayed progress on the Family Resource Center (Action 1.5), which remains in planning stages.

Successes include the successful launch of site-based volunteer programs (Action 1.3), and the Community Engagement Initiative (Action 1.6) team, which convened 12 times with plans for expansion. While development of a centralized feedback-response system (Action 1.4) is underway, it has not yet been fully implemented.

For Metrics 1.7 and 1.8, which measure parent participation in the annual LCAP survey and parent perceptions of School Connectedness and School Safety, the district did not collect survey data in 2024–25. The parent survey was not distributed due to focus on deepening active community and family engagement through intentional in person opportunities to engage with the community, resulting in no new data to compare against the baseline (84% School Connectedness, 78% School Safety). This was a strategic pivot to prioritize in-person engagement through Coffee with the Principal events, DELAC and ELAC meetings, Indian Education Alliance sessions, and Community Engagement Initiative cohorts. While this approach strengthened relational engagement and provided richer, culturally responsive dialogue with underserved families in rural communities, it limited the district’s ability to report quantitative data for these 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.

No material differences for Goal 1.

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

Action 1.1 (Expanded Communication Channels) has effectively increased outreach capacity and accessibility. Feedback from educational partners noted improved awareness of school activities and district updates.

Action 1.3 (Strengthen Volunteer Programs) demonstrated strong engagement, evidenced by a significant increase in the number of parent and community volunteers participating in school-based activities. This included higher turnout at literacy nights, consistent presence of volunteers in classrooms and after-school programs, and expanded representation on site councils. Several school sites also reported improved coordination and retention of volunteers through streamlined onboarding processes and clearer communication of engagement opportunities.

Action 1.6 (Community Engagement Initiative) was notably effective in building foundational relationships through cross-sector collaboration. Still, the limited inclusion of student and parent voices signals the need for broader participation.

Actions 1.2 and 1.5 were less effective due to external disruptions and delayed rollout. Action 1.4 (Feedback System) is partially implemented; while monthly newsletters offer transparency, a structured feedback loop remains underdeveloped.

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.

For 2025–26, MEUSD plans to:

- Expand student and parent membership in the Community Engagement Initiative (CEI) team (Action 1.6) to deepen representative input.
- Redesign Action 1.2 by offering virtual alternatives to town halls, increasing accessibility and minimizing the impact of potential weather-related disruptions.
- Prioritize hiring and facilities planning to launch the Family Resource Center (Action 1.5) by mid-year, expanding wraparound support for families.
- Enhance Action 1.4 by introducing a digital feedback dashboard that transparently displays community input and the district's responsive actions.
- Metric 1.8 - School Climate Data will be collected through LCAP Survey in 25-26, in addition to continuing to gather community input through in person opportunities.

Additionally, MEUSD will organize a series of community engagement and LCAP informational sessions for all educational partners throughout the year. These sessions will be supported by a reintroduced districtwide LCAP survey, complementing in-person engagement efforts and expanding input collection methods.

Metric targets and timelines will be updated to reflect these implementation changes and establish realistic yet ambitious, equity-focused outcomes.

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	Expand Communication Channels:	Implement and maintain multiple communication platforms, including monthly district newsletters, weekly school newsletters, social media profiles, and an enhanced website to ensure accessibility and transparency in information sharing.	\$51,055.00	No
1.2	Regular Community Consultations:	Establish quarterly town-hall meetings and focus groups involving community members, parents, students, and staff to discuss district policies, initiatives, and projects.	\$17,255.00	No
1.3	Strengthen Volunteer Programs:	Develop and promote a structured volunteer program by creating clear opportunities for community involvement in classrooms, extracurricular activities, and school events, including annual recognition celebration.	\$13,128.00	No
1.4	Feedback and Response System:	Introduce a standardized system for collecting feedback from community activities and publicly sharing the actions taken in response, to demonstrate accountability and responsiveness.	\$18,579.00	No
1.5	Family Resource Center	In order to address the increased need for wrap-around services for low-income students, the district’s Community Schools Coordinator will partner with local community agencies to establish a family resource center that provides families with access to community-based services related to social and emotional development, mental health, physical health, student engagement, as well as housing and food insecurities.	\$21,353.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Community Engagement Initiative	<p>Mountain Empire Unified School District (MEUSD) is deeply committed to fostering strong ties between the district and our community, recognizing the pivotal role of parental involvement in education. This commitment aligns closely with the California Community Schools Framework, emphasizing Family and Community Engagement, and echoes our dedication to the Conditions for Learning and Cornerstone Commitments. To support these efforts, the Community Engagement Initiative will support the development of authentic partnerships amongst students, families, MEUSD, and the communities we serve to nurture relationships, build trust, ensure cultural, racial and linguistic equity, and lead transformative student outcomes.</p> <p>This initiative will be developed through Mountain Empire High School where a CEI Team will be established, and participate up to 8 Professional Learning Network sessions to build the capacity of student, staff, and community voice into school/district planning and decision making.</p>	\$27,059.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Mountain Empire Unified School District (MEUSD) will achieve a significant enhancement in educational quality by revitalizing educational facilities and developing an innovative employee recruitment and retention plan.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

MEUSD developed this goal to address two critical and interrelated needs identified through ongoing strategic planning and educational partner engagement: the modernization of school facilities and the improvement of employee recruitment and retention systems.

Up-to-date, secure, and well-designed educational facilities are essential for supporting student learning, improving operational efficiency, and ensuring safe environments for all students and staff. Many MEUSD sites face aging infrastructure and limitations that hinder the delivery of a 21st-century education. This goal includes the planning and preparation for significant capital improvements, such as the replacement of the district’s high school and assessments of additional school sites to access state facilities hardship funding.

Simultaneously, MEUSD recognizes that educational quality is deeply connected to workforce stability. This goal includes actions that invest in teacher development through induction programs, ongoing training, and professional recognition. By building an innovative recruitment and retention strategy, the district aims to ensure that every student is supported by a highly qualified and committed staff.

The recent approval of a \$4.6 million planning grant by the State Allocation Board validates MEUSD’s long-term advocacy and opens the door to transformational facility upgrades. This funding will allow the district to develop comprehensive plans for new construction and begin engineering assessments to support additional site improvements.

Together, these facility and workforce strategies represent a unified commitment to improving learning environments and educational outcomes for all students. This goal supports MEUSD’s broader vision of becoming a district where high-quality teaching and modern infrastructure work hand in hand to create the conditions for success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number/percentage of appropriately assigned teachers and fully credentialed Data Source:	88.07% of teachers appropriately assigned and fully credentialed	83% of teachers are appropriately assigned and fully credentialed		100% of teachers are appropriately assigned and fully credentialed	Decline of 5.07 percentage points
2.2	Number/percentage of new teachers or administrators enrolled in an Induction Program Data Source: Local Reports	10/10=100% of new teachers enrolled in an Induction Program 2/3=67% of new administrators enrolled in an induction program.	10/11 = 91% of new teachers are enrolled in an Induction Program. 3/3 = 100% of administrators are enrolled in an Induction Program (2024-25)		100% of new teachers or administrators enrolled in an Induction Program	<ul style="list-style-type: none"> • New Teachers: decline of 9 percentage points • New Administrators: Maintained
2.3	Employee Retention Rate Data Source: Local Reports	84% Employee Retention Rate (2023-24)	88% Employees Retained from 2023/24 to 2024/25 school year. (2024-25)		90% Employee Retention Rate	Increase of 4 percentage points
2.4	Annual Staff Climate Survey data Data Source: Annual Educator CHKS Survey Data	Teachers/Staff - School Connectedness: 91% School Safety: 85% Agree/Strongly Agree (2023-24)	Teachers/Staff: <ul style="list-style-type: none"> • School Connectedness: 89% • School Safety: 89% Agree/Strongly Agree		Staff report 70% School Connectedness, and 70% School Safety	<ul style="list-style-type: none"> • School Connectedness: Decline of 2 percentage points • School Safety: Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-25)			of 4 percentage points
2.5	Number/percentage of Williams Uniform Compliant Facilities Data Source: FIT Report	3/7 = 43% of schools earned a good or better on the FIT (2023-24) Campo = Fair 84.53% Potrero = Poor 74.28% Alt Ed = Fair 89.27% MEHS = 43.68%	5/7 = 71.4% of schools earned a good or better on the FIT Report. <ul style="list-style-type: none"> Campo = 72% POOR Potrero: 80.67% FAIR Alt Ed = 72.01% POOR MEHS: 77.09% FAIR 		100% of schools earn a good or better on the FIT Report.	<ul style="list-style-type: none"> Campo: Declined 12.53 percentage points Potrero: Improved 6.39 percentage points Alt Ed: Declined 17.26 percentage points MEHS: Improved 33.41 percentage points
2.6	Number of Community School Safety Planning Meetings Data Source: Local Attendance Records-Agendas, Sign In Sheets	1 districtwide Community School Safety meeting in 2023-24.	1 districtwide Community School Safety meeting in 2024-25		At least 2 districtwide Community School Safety Planning meetings per school year.	Maintained number of districtwide Community School Safety Planning meetings per school year.

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.

In 2024–25, MEUSD advanced multiple strategic initiatives aimed at improving educational quality through upgraded facilities and strengthened staff recruitment and retention systems.

Action 2.1 (Highly Qualified Teachers) was fully implemented. Through continued partnership with SDCOE, MEUSD supported Year 1 and Year 2 teachers in their induction pathway, complemented by ongoing professional development for substitutes. The success of New Teacher and New Employee Bootcamps, now in their second year, contributed significantly to onboarding effectiveness and staff confidence.

Action 2.2 (Facilities Maintenance) was also carried out consistently, with routine inspections and Williams compliance through the Facility Inspection Tool (FIT). While maintenance work was completed as planned, major infrastructure challenges persisted due to the aging nature of school sites.

Action 2.3 (Partner Engagement and Funding Access) saw major progress. MEUSD secured a financial hardship designation from the State Allocation Board, enabling access to a \$4.6 million planning grant in April 2025. This breakthrough sets the stage for new high school construction and engineering evaluations across school sites. Although delayed due to state-level appeal processes, the eventual approval represents a pivotal advancement.

Action 2.4 (Employee Recognition) is in the planning phase, with a spring event scheduled. This event is designed to acknowledge the dedication of MEUSD staff and volunteers, and complements recognition efforts through newsletters and board meetings.

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.

Material differences in expenditures were primarily observed in Action 2.3 and Action 2.4. The district had originally anticipated local match funding for facility improvements, which did not materialize in the current year, delaying capital projects and lowering estimated actual expenditures relative to budget. However, successful access to state planning funds means these investments are deferred rather than lost.

The employee recognition event (Action 2.4) was planned but not executed during the majority of the fiscal year, resulting in minimal actual expenditures until late spring.

Action 2.1 Estimated actuals show fewer than budget expenses for teacher training in resource 4035 in 2024/25. Unspent funds from 2024/25 will be applied in 2025/26.

Action 2.2 proceeded as budgeted, maintaining alignment between projected and actual use of funds and associated services.

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

Actions 2.1 and 2.2 were highly effective. Professional development for teachers and substitutes boosted educator preparedness, and regular inspections ensured continued compliance with safety and facilities standards. These foundational improvements contribute directly to Priority 1 (Basic Services) under LCFF.

Action 2.3 has proven strategic and transformative. Although delayed, the successful appeal to the State Allocation Board marks a high-impact turning point. The secured planning grant and future access to hardship funds will reshape the district's long-term infrastructure landscape.

Action 2.4 has not yet produced measurable results, though its future value in morale and retention is recognized. The full impact will be assessed post-implementation in spring 2025.

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.

Looking ahead to 2025–26, MEUSD will:

- Expand professional development scope to include paraprofessional growth tracks and differentiated support for veteran staff (extension of Action 2.1).
- Implement a facilities communication plan to keep stakeholders informed about planning grant progress and school site engineering evaluations (builds on Action 2.3).
- Adjust the employee recognition strategy by adding more frequent and informal recognition touchpoints (in addition to the spring event) to better support year-round retention efforts (enhancing Action 2.4).
- Facilities Communication Plan & Partner Engagement: Building on Action 2.3, MEUSD will launch a facilities communication plan to keep educational partners and stakeholders informed about planning grant progress and school site engineering evaluations. Metric 2.6 (Number of Community School Safety Planning Meetings) will be used to track the frequency and quality of these partner engagement sessions, ensuring regular updates and opportunities for input on facility improvements.

These refinements are grounded in successes achieved and barriers overcome, reinforcing MEUSD's commitment to high-quality learning environments and staff investment.

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	Highly Qualified Teachers	District staff will ensure that students have access to highly qualified teachers by: <ul style="list-style-type: none"> • Providing an induction program through a partnership with the San Diego County Office of Education (SDCOE) for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly qualified. • Providing ongoing professional development for certificated and classified substitutes. 	\$77,416.00	No
2.2	District Facilities	Maintain District Facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to Williams.	\$2,359,880.00	Yes
2.3	Engaging Partners to Secure Funding	Conduct a comprehensive analysis to identify local and regional businesses, non-profits, community organizations, and government agencies that align with the district's educational goals and have a history of supporting educational initiatives. <ul style="list-style-type: none"> • Establish clear communication channels and regular meetings to keep partners informed and engaged in the project's progress and successes. • Set up a monitoring system to track the progress of funding initiatives and the impact of facility improvements. 	\$14,804.00	No
2.4	Employee Recognition Event	District staff and volunteers will be recognized at an annual event organized to celebrate and honor the contributions to the MEUSD students and community, in addition to Board of Education meetings, community newsletters, and website updates.	\$13,128.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Mountain Empire Unified School District (MEUSD) will implement a professional development plan that is reviewed and refined annually to ensure alignment with the needs of both students and staff, consistent with the district's strategic vision. Additionally, MEUSD will establish a comprehensive districtwide system for onboarding new staff across all roles, designed to build capacity, foster mentorship, and cultivate a sense of belonging among employees.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

During the Mountain Empire Unified School District (MEUSD)'s 2024–25 educational partner engagement and strategic planning process, a unified message emerged: the professional capacity and retention of staff directly impact student outcomes, particularly for historically underserved student groups. Stakeholders—including teachers, site leaders, classified staff, students, and families—highlighted the essential role of meaningful professional development and systematic onboarding in improving academic performance and equity. This goal was crafted in response to both community input and concerning performance data, particularly within the MTSS framework focused on ensuring strong Tier 1 instruction across all schools.

The 2024 California School Dashboard revealed systemic underperformance across the district. In English Language Arts (ELA):

- Performance declined by 11.7 points to 69.2 points below standard, resulting in an Orange status.
- Student groups in Red included: American Indian, English Learners, Homeless, Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Two or More Races.

Red school-level indicators appeared at:

- Campo Elementary: All students, English Learners, Hispanic, SWD, and SED
- Clover Flat Elementary: All students, Hispanic, and SED
- Potrero Elementary: Hispanic, English Learners, and SED
- Mountain Empire High: All students

In Mathematics, performance was even more concerning:

- Students scored 95.5 points below standard with a 3.8-point decline, remaining in Red status.
- Student groups in Red included: American Indian, English Learners, Long-Term English Learners, Hispanic, SED, and Two or More Races.

Red school-level indicators were noted at:

- Mountain Empire Junior High: All students, English Learners, LTELs, SED, Hispanic
- Mountain Empire High: All students
- Clover Flat Elementary: All students, Hispanic, SED

Furthermore, English Learner Progress declined by 12 percentage points, with only 41.6% making progress, resulting in a Red status. Targeted concerns were especially notable at Potrero Elementary, confirming the urgent need for improved designated and integrated ELD instruction, early intervention, and expanded professional development for staff serving English Learners.

Although performance in College and Career Readiness rose modestly (+2.6 points to 22.8%, Yellow status), significant access gaps remain for English Learners and low-income students—demonstrating the need for better-integrated instructional strategies, CTE access, and A-G support. Science outcomes, while informational only, averaged 24.1 points below standard, further underscoring a need for standards-aligned, inquiry-based teaching practices.

A key highlight was the Graduation Rate, which increased by 2.6 percentage points to 91.9% (Green status). This success is attributed to expanded credit recovery options, robust counseling systems, and intentional development of college and career pathways. These efforts also support increased participation in AP courses and Seal of Biliteracy attainment. However, given MEUSD’s small enrollment size, performance fluctuations due to student enrollment continue to require careful monitoring and contextual interpretation.

In response, Goal 3 was designed to:

1. Strengthen Professional Development Systems: Including MTSS-aligned training on effective Tier 1 instruction in ELA, Math, and ELD.
2. Implement Districtwide Onboarding: To support staff readiness, mentorship, and role clarity across certificated and classified positions.
3. Support Targeted Learning Models: Including STAR assessment data cycles, ELA curriculum mapping, math framework implementation, and projects like WestEd (4th–5th literacy), Project Arise, WRITE (secondary ELA).

This goal supports MEUSD’s broader vision of equity, excellence, and evidence-based practice. The effectiveness of these strategies will be measured using student outcome data, staff participation and satisfaction surveys, and indicators of program implementation across schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to Instructional Materials Aligned to	0% of students without access to instructional	0% of students without access to		0% of students without access to	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Standards and Curriculum Frameworks (Data Source: CA Dashboard)	materials aligned to state standards and curriculum frameworks="0%"Standard Met"	instructional materials aligned to state standards and curriculum frameworks/"Standard Met"		instructional materials aligned to state standards and curriculum frameworks/"Standard Met"	
3.2	Implementation of academic content and performance standards for all students, including how English learners will access the CCSS and ELD standards. (Data Source: Dashboard Priority 2 self reflection tool)	ELA: 4 ELD: 4 Science: 3 History/Social Science: 3 Mathematics: 3 Physical Education: 3 World Language: 4 Health: 4 VAPA: 3	ELA: 4 ELD: 3 Science: 2 History/Social Science: 3 Mathematics: 3 Physical Education: 4 World Language: 4 Health: 4 VAPA: 4		ELA: 5 ELD: 5 Science: 4 History/Social Science: 4 Mathematics: 5 Physical Education: 4 World Language: 5 Health: 5 VAPA: 4	ELA: Maintained ELD: Declined Science: Declined History/Social Science: Maintained Mathematics: Maintained Physical Education: Increased World Language: Maintained Health: Maintained VAPA: Maintained
3.3	Number/Percentage of staff expressing satisfaction with the quality, relevance, and impact of professional development sessions. (Data Source: Post-PD Survey Data)	17/94% of staff expressing satisfaction with the quality of the PD 18/100% of staff expressing satisfaction with the relevance of PD 18/100% of staff expressing satisfaction with the impact of PD	100% of staff express satisfaction with the quality, relevance, and impact of professional development sessions. (Data Source: Post-PD Survey Data)		100% of staff express satisfaction with the quality, relevance, and impact of professional development sessions.	Satisfaction with quality increased 6%, Satisfaction with relevance and impact maintained at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Number/Percentage of Professional Communities of Practice that support mutually agreed upon student learning goals and outcomes (Data Source: Sign In Sheets/Local Reports)	2 Site-level Professional Learning Communities per month, 0 District-level Professional Learning Communities of Practice across the district.	<ul style="list-style-type: none"> • 2 Site-level Professional Learning Communities of Practice at the per month, • 3 District-level Professional Learning Communities of Practice across the district per year (MTSS, ELA/Literacy, and Differentiated Assistance) 		Maintain 2 Site-level Professional Learning Communities of Practice at the per month, and increase the number of District-level Professional Learning Communities of Practice across the district to 3-4 per year.	<ul style="list-style-type: none"> • Maintained Site-level Professional Learning Communities of Practice at the per month • Increased by 3 District-level Professional Learning Communities of Practice across the district per year
3.5	Number/percentage of staff participating in New Teacher and New Employee Boot Camp trainings annually.	7/8 - 94% of new teachers participated in New Teacher Bootcamp	67% of new teachers participated in New Teacher Bootcamp		100% of new teachers and new classified staff participate in New Teacher or New	<ul style="list-style-type: none"> • Decline of 27 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Sign In Sheets/Local Reports)	6/25 - 24% of new employees participated in New Employee Bootcamp	54% of new employees participated in New Employee Bootcamp (Data Source: Sign In Sheets/Local Reports)		Employee Bootcamp trainings annually.	<ul style="list-style-type: none"> participation of New Teachers, Increase of 30 percentage point participation of New Employees
3.6	Grades 3-8 and 11 Academic Progress Indicator: ELA (Data Source: CDE Dataquest, CA Dashboard)	<p>All Students: 28.52% Met or Exceeded Standard (Current Status = Orange)</p> <p>English Learners: 5.42% Met or Exceeded Standard,</p> <p>Hispanic: 21.95% (Current Status = Red)</p> <p>SED: 22.82% (Current Status = Red)</p> <p>SWD: 11.77% Met or Exceeded Standard (Current Status = Red)</p>	<p>All Students: 24.94% Met or Exceeded Standard (Current Status = Orange)</p> <p>ELA Student Group Data (Current Status = Red):</p> <ul style="list-style-type: none"> American Indian: 18.8% English Learners: 3.59% Hispanic: 19.8% Homeless: 0% SED: 22.30% SWD: 9.66% 		<p>Increase by 10.5 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.</p> <p>English Learners increase by 20.9 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.</p> <p>Hispanic increase by 14.1 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.</p>	<ul style="list-style-type: none"> All Students Declined 3.58% English Learners: Decreased by 1.83 percentage points (from 5.42% to 3.59%) Hispanic: Decreased by 2.15 percentage points (from 21.95% to 19.8%) SED: Decreased by 0.52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: CDE Dataquest, 2024 CA Dashboard, CAASPP 23-24)		Students with Disabilities increase by 22.4 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.	<p>percentage points (from 22.82% to 22.30%)</p> <ul style="list-style-type: none"> • SWD: Decreased by 2.11 percentage points (from 11.77% to 9.66%)
3.7	Grades 3-8 and 11 Academic Progress Indicator: Mathematics (Data Source: CDE Dataquest, CA Dashboard)	All Students: 17.20% Met or Exceeded Standard (Current Status = Yellow) SWD: 5.84% Met or Exceeded Standard (Current Status = Red)	All Students: 16.54% Met or Exceeded Standard (Current Status = Red) Student Group Data (Current Status = Red): <ul style="list-style-type: none"> • American Indian: 9.09% • English Learners: 3.09% • Hispanic: 11.32% • Long-Term English Learners: 0% 		All Students increase by 22.2 points or more from the previous year so that by 2029 reach Green or Blue Status on the CA Dashboard. Students with disabilities will increase by 32.5 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.	<ul style="list-style-type: none"> • All Students: Decreased by 0.66 percentage points (from 17.20% to 16.54%) • SWD: Increased by 1.85 percentage points (from 5.84% to 7.69%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> Two or More Races: 17.08% SWD: 7.69% - (Change to Orange) <p>(Data Source: CDE Dataquest, 2024 CA Dashboard, CAASPP 23-24)</p>			
3.8	English Learner Progress Indicator (Data Source: CA Dashboard, CDE Dataquest)	53.6% making progress towards English Language Proficiency (+8.5%) 9.26% Level 4: Well Developed 27.96% Level 3: Moderately Developed 34.81% Level 2: Somewhat Developed 27.96% Level 1: Beginning to Develop	41.6% making progress towards English Language Proficiency (-12%) 9.01% Level 4: Well Developed 25.89% Level 3: Moderately Developed 29.27% Level 2: Somewhat Developed 35.83% Level 1: Beginning to Develop (Data Source: 2024 CA Dashboard, CDE Dataquest, CDE		By 2029, increase by 3.5 points or more each year to maintain or reach Blue Status on the CA Dashboard.	Decline of 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dataquest, ELPAC 23-24)			
3.9	% of Total Students "Prepared" : College and Career Readiness Indicator (Data Source: CDE Dataquest, CA Dashboard)	All Students: 20.2% of students "Prepared" English Learners: 6.8% "Prepared"	All Students: 22.8% of students "Prepared" English Learners: 12.5% "Prepared" (Data Source: CDE Dataquest, 2024 CA Dashboard)		By 2029, 56% of All Students "Prepared" for College and Career by increasing 11.6 points or more each year to reach Blue Status on the CA Dashboard.	<ul style="list-style-type: none"> All Students: Increase of 2.6% English Learners: Increase of 5.7%
3.10	English Learner Reclassification Rate	2022-23: 8.4% of MEUSD English Learners will met the criteria for Reclassification (2023-24)	7% of MEUSD English Learners will met the criteria for Reclassification in 2024-25 (Data Source: 2023-24 ELPAC)		20% of MEUSD English Learners will meet the criteria for Reclassification annually	Decline of 1.4%
3.11	% of Grade 12 Students completing a-g course requirements	44%: MEHS 0%: Sunrise High 42%: Hillside Jr. Sr. High	53%: MEHS 0%: Sunrise High 0%: Hillside Jr. Sr. High (2024-25)		75% of Grade 12 Students completing a-g course requirements	<ul style="list-style-type: none"> MEHS: Increased by 9 percentage points Sunrise High: Maintained Hillside Jr. Sr. High: Declined by 42

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points
3.12	Course Offerings & Broad Course of Study	100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and World Languages	100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and World Languages (2024-25)		100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and World Languages	Maintained
3.13	% of graduates who have completed at least one CTE pathway	20% of MEUSD graduates completed at least one CTE pathway	39% of MEUSD graduates completed at least one CTE pathway (2024-25)		Completion rates increase by 1% each year	Increased by 19 percentage points
3.14	% of students who have completed both a-g course requirements and CTE courses from at least one approved pathway	9.2% of MEUSD graduates met UC/CSU requirements and completed at least one pathway	24% of MEUSD graduates met UC/CSU requirements and completed at least one pathway (2024-25)		10% of MEUSD graduates met UC/CSU requirements and completed at least one CTE pathway	Increased by 14.8 percentage points
3.15	% of High School Students Enrolled in one or more Advanced Placement Courses OR Dual/Concurrent College Courses	9% of High School Students Enrolled in one or more Advanced Placement Courses: MEHS 22% of High School Students Enrolled in	9% of MEHS Students Enrolled in one or more Advanced Placement Courses 65% of MEHS Students Enrolled		50% of High School Students enrolled in one or more Advanced Placement courses 30% of High School Students Enrolled in	<ul style="list-style-type: none"> Maintained enrollment of High School students enrolled in one or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dual/Concurrent College Courses	<p>in Dual/Concurrent College Courses</p> <p>5% of Hillside Jr. Sr. High Students Enrolled in Dual/Concurrent College Courses</p> <p>6% of Sunrise High Students Enrolled in Dual/Concurrent College Courses</p> <p>(2024-25)</p>		Dual/Concurrent College Courses	<p>more AP courses.</p> <ul style="list-style-type: none"> Combined between MEHS, Hillside Jr. Sr. High, and Sunrise High there is an increase of 54 percentage points of High School Students Enrolled in Dual/Concurrent College Courses.
3.16	% of High School Advanced Placement Students passing one or more AP Exams	48% of High School Advanced Placement Students passing one or more AP Exams	65% of MEHS Advanced Placement Students passing one or more AP Exams (2024-25)		95% of High School Advanced Placement Students passing one or more AP Exams	Increased by 17 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College and % of Secondary Students earning credit of "C" of higher in Dual/Concurrent College Courses	22% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College % of High School Students earning credit of "C" of higher in Dual/Concurrent College Courses	25% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College 20% of MEHS Students earning credit of "C" of higher in Dual/Concurrent College Courses 5% of Hillside Jr. Sr. High Students earning credit of "C" of higher in Dual/Concurrent College Courses 6% of Sunrise High Students earning credit of "C" of higher in Dual/Concurrent College Courses		20% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College 50% of High School Students earning credit of "C" of higher in Dual/Concurrent College Courses	<ul style="list-style-type: none"> • Secondary Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College increased by 3 percentage points • % of High School Students earning credit of "C" of higher in Dual/Concurrent College Courses - Baseline established in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.18	Number of High School students earning CA State Seal of Biliteracy	2023-24: 16 Students	11 High School Students earned the CA State Seal of Biliteracy (2024-25)		40 students earning CA State Seal of Biliteracy	Declined by 5 students or 31% of the total graduate population
3.19	% of students at/above grade level (Data Source: Renaissance STAR Reading: EOY)	23.5% of students at/above grade level (EOY)	42% of students at/above grade level (EOY)		85% of students at/above grade level (EOY)	Increase of 18.5% students at/above grade level
3.20	% of students at/above grade level (Data Source: Renaissance STAR Math: EOY)	36% of students at/above grade level (EOY)	36.9% of students at/above grade level (EOY)		85% of students at/above grade level (EOY)	Increase of 0.9% of students at/above grade level
3.21	% of students (overall) ready for college level based on Early Assessment Program (EAP) results in ELA and Mathematics	15%: EAP - ELA 33%: EAP - Mathematics	34.88%: EAP - ELA 16.28%: EAP - Mathematics		By 2029, 85% of students (overall) ready for college level based on Early Assessment Program (EAP) results in ELA and Mathematics	<ul style="list-style-type: none"> • Increase in ELA by 19.88% • Decline in Math by 16.28%
3.22	California Science Test (CAST) - All Students (Data Source: CDE Dataquest)	CAST: 30.18% Met or Exceeded Standard (2022-23 Dataquest)	13.36% Met or Exceeded Standard on the California Science Test (Data Source: CDE Dataquest, 2024 Dashboard)		By 2029, CAST: 51% or more students Met or Exceeded	Declined 16.82%
3.23	Physical Fitness Test (PFT) Participation Rates	Physical Fitness Test Participation Rates 5th: 98.6% 7th: 98.4% 9th: 100%	Physical Fitness Test Participation Rates 5th: 87% 7th: 99.2%		By 2029, Physical Fitness Test Participation will be 100% for all	<ul style="list-style-type: none"> • 5th: Declined 11.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24)	9th: 97.3% (2024-25)		testing grade levels.	percentage points <ul style="list-style-type: none"> • 7th: Increased by 0.8 percentage points • 9th: Decreased by 2.7 percentage points
3.24	Access to Expanded Learning Opportunities Program	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program (256 total enrollments: 2023-24)	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program (361 total enrollments: 2024-25)		100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program	Maintained
3.26						

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.

In 2024–25, MEUSD continued implementing its professional learning strategy with key actions supporting MTSS Tier I instruction, literacy development, and progress monitoring. Site-based Early Literacy Specialists were active throughout the year, providing Tier II/III interventions and coaching classroom teachers at elementary schools. Their collaboration with district literacy leads strengthened consistency and alignment in Tier I reading instruction. These specialists played a central role in supporting instructional planning and early intervention in TK–2 classrooms, contributing to districtwide literacy efforts.

Additionally, the use of STAR Reading and Math assessments (Action 3.3) was implemented with fidelity, enabling real-time instructional responses. However, student performance remained low: only X% of students were at/above grade level in STAR Reading by year-end, and 24.94% met/exceeded standards on CAASPP ELA, highlighting the continued need for foundational skill-building and aligned Tier I support.

MEUSD made modest progress in onboarding systems (Action 3.2). Participation improved for new classified staff (up from 24% to 54%), while engagement for new teachers declined from 94% to 67%, suggesting mixed outcomes across employee groups. The onboarding framework remains in its early design phase.

Implementation of the new CA Math Framework (Action 3.5) faced delays. While the Math Community of Practice was formed, it is still emerging as a structured support driver, and school sites prioritized literacy and SEL PD over math.

The Dual Language Immersion (DLI) program remained in place during 2024–25 but continued to face challenges related to bilingual staffing and curriculum access. These ongoing difficulties led the district to plan for its discontinuation in 2025–26, in favor of a more scalable approach to literacy and English learner support.

To strengthen coherence across all roles, MEUSD has committed to participating in the CA Portrait of a Graduate (PoG) Community of Practice in 2025–26. This will help align staff development, onboarding, and instructional planning with the district's long-term graduate outcomes, equity goals, and student voice priorities.

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

Action 3.1 – Estimated actuals reflect lower expenditures than originally budgeted due to a reduction in expenditures from Community Schools.

Action 3.2 – The onboarding system remained largely in the design and planning phase. As a result, expenditures related to onboarding logistics and materials were lower than anticipated. That said, classified staff participation increased significantly, suggesting that outreach and early infrastructure investments have already begun yielding positive results.

Action 3.4 – Increased expenditures greater than 10% due to unspent Title III funds from 2023–24 which were added into the budget and reflected in the estimated actuals.

Action 3.7 – The Dual Language Immersion Program at Potrero Elementary remained operational in 2024–25. However, ongoing challenges in recruiting and retaining credentialed bilingual teachers limited the program’s capacity to serve students as originally planned. These staffing shortages reduced the scope of implementation, resulting in unspent funds earmarked for curriculum purchases, training, and additional instructional support. Based on these persistent implementation barriers, MEUSD has determined to discontinue the DLI program at Potrero Elementary in 2025–26. The associated resources will be reallocated to broader inclusion strategies, targeted newcomer support, and system-wide literacy initiatives designed to benefit a larger population of English Learners.

Action 3.8 (Early Childhood Education) – Expenditures were lower than budgeted due to the first year of toddler preschool implementation costs being less than anticipated. Additionally, planned facility upgrades—such as the parking lot project at Campo Kumeyaay Headstart—remain in process, with contract bidding still underway and funds not yet expended. These delays, combined with staggered program rollouts, reduced actual costs in 2024–25.

Action 3.10 – Increased more than 10% from the original budget due to increases in Title I expenditures for homeless, foster youth, and economically disadvantaged students.

Action 4.2 (Counseling Services) – The difference between budgeted and actual expenditures is due to multiple factors. During the year, the counseling team was reduced by one full-time equivalent (FTE) position, and an existing counselor was reassigned to cover two school sites—Descanso and Alt Ed—rather than being dedicated to a single site. This resulted in lower ongoing personnel costs. In addition, some counseling service costs were offset through the use of remaining one-time COVID relief funding that needed to be expended within the year. Finally, several newer hires replaced staff who had transitioned to other positions within the district, and these newer employees were placed at lower salary levels, further reducing overall costs compared to the budgeted amount.

Professional Development Actions – Actions such as STAR assessment training, English Learner Master Plan implementation, and support for projects like WestEd and Project Arise were implemented in line with budget expectations. However, some expenditures originally designated for math-related PD (e.g., CA Math Framework training) were not fully utilized due to limited rollout, resulting in minor underspending in this area.

Looking Ahead to 2025–26 – MEUSD will shift its investments by phasing out site-based Early Literacy Specialist positions and discontinuing the Dual Language Immersion program. These changes are expected to reduce recurring personnel and curriculum costs, with funds redirected to expand systemwide Tier I literacy support, professional development for inclusive instruction, and newcomer English Learner support—particularly at the high-need site, Potrero Elementary.

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

Several actions under Goal 3 showed promising early effectiveness in advancing MTSS-aligned professional learning and data-informed instruction. Site-based Early Literacy Specialists (Action 3.6) were especially impactful in strengthening Tier I and Tier II literacy instruction at elementary sites. Their coaching and intervention services contributed to improved instructional alignment, though overall student performance remained a challenge. STAR Reading data showed that only X% of students were at or above grade level, and CAASPP ELA results indicated 24.94% met or exceeded standards, emphasizing the need for continued Tier I improvement and early reading proficiency supports.

The use of Renaissance STAR assessments (Action 3.3) provided teachers and site leaders with real-time data to adjust instruction and track student growth. Educator feedback highlighted increased confidence in using data to inform lesson planning and intervention groupings.

Actions related to onboarding (Action 3.2) and math professional development (Action 3.5) were less consistently implemented. Participation in onboarding boot camps improved among new classified staff (from 24% to 54%) but declined among new teachers (from 94% to 67%). The Math Community of Practice is still emerging and requires further structure and facilitation to support full CA Math Framework integration across grades.

Action 3.7 (Dual Language Immersion Program at Potrero Elementary) remained operational in 2024–25. However, continued challenges in hiring credentialed bilingual staff limited its effectiveness. These persistent implementation barriers led MEUSD to plan for the DLI program's discontinuation in 2025–26. The goal moving forward is to reallocate those resources toward broader inclusion, newcomer support, and system-wide literacy efforts that reach a larger population of English Learners.

Overall, MEUSD's decision to consolidate professional development into a unified MTSS-aligned framework—supported by external partnerships like WestEd, WRITE, and Project Arise—positioned the district to improve instructional quality and coherence moving forward.

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.

For 2025–26, MEUSD has strategically streamlined and restructured its Goal 3 metrics and actions to improve coherence, implementation fidelity, and alignment with districtwide graduate outcomes. A major change involves the consolidation and realignment of professional development and onboarding actions to better reflect districtwide MTSS priorities.

Metric Changes Due to Reorganization: To support this restructuring, Goal 3 metrics have been reorganized and consolidated as follows:

- Metrics 3.6 and 3.7 were combined and are now Metric 3.6.
- Metrics 3.8 and 3.9 were combined and are now Metric 3.7.
- Metric 3.10 is now Metric 3.8 (due to prior metric combinations).
- Metrics 3.11 and 3.12 were combined and are now Metric 3.9.
- Metric 3.13 > 3.10
- Metric 3.14 > 3.11
- Metric 3.15 > 3.12

- Metric 3.16 > 3.13
- Metric 3.17 > 3.14
- Metric 3.18 > 3.15
- Metric 3.19 > 3.16
- Metric 3.23 > 3.17 (due to reorganization)
- Metric 3.20 > 3.18
- Metric 3.21 > 3.19
- Metric 3.22 > 3.20
- Metric 3.24 > 3.21
- Metric 3.25 > 3.22
- Metric 3.26 > 3.23
- Metric 3.27 > 3.24

Action Reorganization and Alignment: Actions were reorganized and renumbered to better align with MTSS, integrate professional development, and eliminate redundancy:

- Action 3.1, “MTSS Leadership, Onboarding, & Graduate Outcomes Alignment,” was formerly Action 3.2: Establish a Comprehensive Onboarding System.

This action has been retitled and expanded to include the MTSS Leadership Team and the district’s participation in the Portrait of a Graduate (PoG) Community of Practice (CoP). It now serves as the foundation for systemwide instructional planning and staff development, embedding graduate profile competencies into onboarding processes and site leadership structures. In 2025–26, the onboarding system will transition from the design phase to partial implementation, with new metrics tracking staff participation and feedback to ensure alignment with district priorities.

- Action 3.2, “MTSS-Aligned Professional Learning System,” was formerly Action 3.1: Develop and Implement a Dynamic Professional Development Plan.

This action has been reorganized to serve as the district’s consolidated professional development system, integrating multiple former actions to create one cohesive, MTSS-aligned approach. The new Action 3.2 now encompasses professional development previously provided through Action 3.4 (Multilingual Learner PD), Action 3.5 (Math PD aligned with the CA Math Framework), and Action 3.6 (Early Literacy PD, with site-based roles discontinued). It also incorporates professional development elements from Action 3.9 (Inclusion and IEP/504 training) and Action 3.10 (training for staff supporting socioeconomically disadvantaged, foster, and homeless students). By combining these efforts, the district is better positioned to deliver Tier I instructional support, equity-focused practices, and systemwide instructional coherence. Professional learning will continue to be implemented in partnership with WestEd, Project Arise, and the WRITE Project, emphasizing curriculum mapping, inclusive practices, and structured collaboration cycles.

- Action 3.4, Early Childhood Education, was previously Action 3.8. This action has been renumbered due to the reorganization of Goal 3 and continues to support foundational early learning initiatives.
- Action 3.5, Special Education and 504 Plan Services, was previously Action 3.9. This action was renumbered and reorganized to improve clarity and integrate professional development components into the MTSS-Aligned Professional Learning System (Action 3.2), while the core services for students with disabilities remain as a distinct action.

- Action 3.6, Services for Students Who Are Homeless, Foster Youth, and Economically Disadvantaged, was previously Action 3.10. This action has been renumbered and partially consolidated, with its professional development elements now integrated into Action 3.2, while direct student support services remain as a separate action under the reorganized structure.
- Action 3.7, Dual Language Immersion Program, has been discontinued due to persistent staffing shortages and the inability to sustain the program with appropriately credentialed bilingual educators. Resources previously allocated to this action will be redirected toward broader literacy efforts, newcomer supports, and inclusive instructional practices to better serve English Learners at Potrero Elementary and across the district.

These adjustments create a clearer and more sustainable framework for Goal 3, ensuring that professional learning and student supports are cohesive, MTSS-aligned, and directly responsive to both staff and student needs.

In conclusion, the reorganization of Goal 3 metrics and actions provides MEUSD with a more coherent structure for monitoring progress, improving implementation fidelity, and delivering equity-focused supports. This alignment positions the district to strengthen instructional consistency and improve outcomes for all student groups in 2025–26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS Leadership, Onboarding, & Graduate Outcomes Alignment	<p>MEUSD will establish an integrated MTSS and onboarding leadership structure to ensure staff development systems are aligned with both student needs and the district’s Portrait of a Graduate (PoG). This action combines the district’s strategic onboarding rollout with its participation in the CA PoG Community of Practice and its newly formed MTSS Leadership Team.</p> <p>Key Components:</p> <ul style="list-style-type: none"> • CA PoG Community of Practice Participation: MEUSD will join the 2025–26 Scaling Student Success: Community of Practice to embed graduate competencies—e.g., communication, collaboration, self-direction—into onboarding, PD, and instructional planning. Artifacts from this partnership will directly inform the design of the onboarding experience and instructional culture. 	\$108,728.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • District MTSS Leadership Team: The MTSS Leadership Team will be responsible for ensuring all professional learning and onboarding activities are grounded in equity, access, and inclusion. The team will: <ol style="list-style-type: none"> a. Design and monitor role-specific onboarding for teachers, classified staff, and leaders b. Guide implementation of PD content in literacy, math, EL support, and inclusive practices c. Evaluate effectiveness of PD and onboarding using implementation rubrics, feedback tools, and STAR/CAASPP data d. Align onboarding phases with PoG competencies (e.g., goal-setting, student engagement strategies) • Onboarding System Implementation: In 2025–26, MEUSD will shift from onboarding design to implementation. Training modules, mentorship protocols, and onboarding feedback cycles will be refined to ensure all staff feel prepared, supported, and aligned with MEUSD’s graduate profile. Focus areas include: <ul style="list-style-type: none"> • Role clarity and mentoring • MTSS expectations and site walkthrough norms • Introduction to instructional frameworks and inclusive practices <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Full implementation of onboarding system across all staff roles • Alignment between MTSS implementation and PoG competencies • Increased staff capacity to support Tier I instruction and inclusion • Strengthened site-based leadership in PD and induction processes 		
3.2	MTSS-Aligned Professional Learning System	Mountain Empire Unified School District (MEUSD) will implement a unified, systemwide professional learning model aligned with the Multi-Tiered System of Supports (MTSS). This action integrates all instructional professional development efforts into a single, cohesive structure that builds staff capacity to deliver high-quality Tier I instruction, monitor student progress, and ensure inclusive practices.	\$278,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Key components include:</p> <ul style="list-style-type: none"> • ELA & Literacy: Continue embedded support for Tier I instruction using curriculum mapping, pacing guides, and partnerships (e.g., WestEd, Project Arise, WRITE) across TK–12. This includes a shift from Tier II/III pull-out services (formerly delivered by site-based literacy specialists) to classroom-embedded coaching and data-informed instruction. • Math: Develop and implement a districtwide math instructional framework aligned with the CA Math Framework. Support will be delivered via the Math Community of Practice (CoP), prioritizing equity and differentiation for English Learners (ELs), Students with Disabilities (SWDs), and SED students. • English Learner Instruction: Integrate the CA English Learner Roadmap and MEUSD’s EL Master Plan into general education instruction. Provide staff training in designated and integrated ELD, with targeted coaching at high-need sites (e.g., Campo Elementary, Mountain Empire High). • LTEL-Specific Supports: Incorporate LTEL-focused academic interventions within ELD professional development. Prioritize high-impact strategies—such as integrated language instruction in core content areas, SDAIE techniques, and scaffolded writing support—especially for students identified as LTELs under the 2024 CA Dashboard. • Inclusion & Special Education: Build capacity for inclusive and co-teaching practices across schools. Provide ongoing training in research-based intervention strategies, IEP/504 implementation, and MTSS-aligned monitoring. Emphasize shared planning among general and special educators to meet IEP goals and support SWD inclusion. • Expanded Learning Integration: Collaborate with the Expanded Learning Program team to ensure out-of-school academic supports (e.g., enrichment, tutoring) align with grade-level 		

Action #	Title	Description	Total Funds	Contributing
		<p>standards and reinforce Tier I priorities. Provide shared PD for day and after-school staff to strengthen consistency of instructional approaches.</p> <ul style="list-style-type: none"> Ongoing PLCs and Data Cycles: Facilitate bi-monthly site-based PLCs and quarterly district-level professional learning communities (e.g., literacy, math, inclusion). All PLCs will use STAR data, CAASPP results, and student work artifacts to drive instructional improvement. <p>Expected Outcomes:</p> <ul style="list-style-type: none"> Increased alignment of instruction to CA State Standards and the ELD Framework Growth in STAR and CAASPP performance across all student groups Strengthened instructional coherence and inclusion practices Improved staff confidence and capacity based on PD survey data 		
3.3	District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	<p>The use of Renaissance STAR and Amplify mCLASS DIBELS diagnostic assessments in reading and math will provide teachers and school leaders with ongoing data regarding student progress towards mastery of grade level standards in ELA and math. Through this ongoing progress monitoring and data analysis, teachers and support staff can design targeted lessons, provide supplemental instruction aligned to areas of need, and create personalized learning plans for students (based on individual growth targets).</p> <p>This data will also help MEUSD evaluate the effectiveness of current program elements (curriculum, pacing guides, digital tools, etc) in meeting the needs of students to ensure proficiency for all.</p>	\$39,866.00	No
3.4	Early Childhood Education	Mountain Empire Unified School District (MEUSD) is committed to enhancing early childhood education and ensuring young students are well-prepared for primary grades. To achieve this, MEUSD will increase	\$1,177,421.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>communication and articulation within the Early Childhood Education (ECE) program and provide necessary resources and professional development to educators. Key components of this initiative include:</p> <ul style="list-style-type: none"> • Developmental Screenings and Services: Providing developmental screenings for school readiness and child development to ensure early identification and support for young learners. • Parent Education and Literacy Events: Offering early childhood-focused parent education workshops and literacy events to equip families with strategies to support their children's learning at home. • Early Learning Community Parent Advisory Committee: Continued utilization of an Early Learning Community Parent Advisory Committee to engage parents in the planning and implementation of early childhood programs and services. • Early Childhood Care Centers: Opening two Early Childhood Care centers to serve the MEUSD communities, providing high-quality care and education for young children. <p>By coordinating early childhood learning and services, MEUSD aims to create a robust foundation for young students, ensuring they are ready to thrive in primary grades. This comprehensive approach will involve families, educators, and community partners in supporting the development and readiness of our youngest learners.</p>		
3.5	Special Education and 504 Plan Services	<p>MEUSD is dedicated to supporting the academic success and individual goal progress of students receiving special education services and those with 504 Accommodation Plans. To achieve this, MEUSD will implement a comprehensive plan that ensures coherence between Student Study Teams (SSTs) and Multi-Tiered Systems of Support (MTSS). This plan includes the following key action:</p> <ul style="list-style-type: none"> • Integrated Support Systems: Coherence between SSTs and MTSS: Ensure all students have access to universal screeners, 	\$17,255.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>differentiated and rigorous instruction, targeted and individualized interventions, specialized supplemental curriculum (where appropriate), and progress monitoring tools.</p> <p>Monitoring and Evaluation: MTSS-Aligned Monitoring System: Create and implement a monitoring system to ensure IEP goals are being met, and students are experiencing academic and social/emotional success. This may include increasing personnel, resources, or professional development to support these efforts.</p> <p>By integrating these actions into a cohesive support plan, MEUSD aims to enhance the educational experience for students receiving special education services and 504 Accommodation Plans, ensuring they receive the necessary support to thrive academically and socially.</p>		
3.6	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	<p>Provide comprehensive support to students experiencing homelessness, foster youth, and students from economically disadvantaged homes. To achieve this, MEUSD will implement the following actions:</p> <ul style="list-style-type: none"> • Employment of a Director of Student Services: Maintain a Director of Student Services to offer direct outreach, transportation services, healthcare coordination, resource coordination, counseling services, district program information, parent education, school enrollment assistance, and communication with community agencies. This role will focus on supporting families and students who are experiencing homelessness, foster youth and their caregivers, and economically disadvantaged families. • College and Career Counseling: Offer additional layers of college and career counseling to students from these vulnerable groups. This includes personalized counseling and tutoring services, as well as one-to-one support for completing the FAFSA and other college preparation activities. • Expanded School Programs: Provide no-cost expanded school day and school year programs for students in grades TK-6, 	\$84,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ensuring that students have access to extended learning and enrichment opportunities.</p> <p>Through these initiatives, MEUSD aims to provide direct, impactful support to vulnerable students, ensuring they receive the necessary resources and guidance to succeed academically and personally.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Mountain Empire Unified School District (MEUSD) will integrate an aligned Social Emotional Learning (SEL) curriculum into its educational practices, achieving a district-wide improvement in student and staff well-being, as measured by increased reports of connectedness, reduced behavioral issues, and enhanced academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of integrating an aligned Social Emotional Learning (SEL) curriculum into Mountain Empire Unified School District’s (MEUSD) educational practices continues to be driven by both quantitative performance data and strategic priorities tied to student and staff well-being. The 2024 California School Dashboard reinforced a clear and urgent need to address student connectedness, behavioral patterns, and equity in school climate through a comprehensive SEL approach.

Chronic absenteeism, while improving by 5.7 percentage points, remains a critical concern at 37.3%, resulting in a Yellow status overall. Several student groups—particularly Two or More Races, which remained in the Red—continue to experience disproportionate absenteeism. Specific site-level Red indicators were identified at Mountain Empire Junior High (All Students, Socioeconomically Disadvantaged, Hispanic, English Learners, and Long-Term English Learners), and at Clover Flat and Descanso Elementary Schools for Students with Disabilities and White students.

Similarly, the suspension rate rose to 6.9%, earning an Orange status, with multiple student groups in the Red, including American Indian, Long-Term English Learners, Students with Disabilities, and Two or More Races. Red-level disparities appeared prominently at Mountain Empire Junior High (All Students and several subgroups) and Mountain Empire High School (Hispanic and Socioeconomically Disadvantaged students).

These indicators point to a systemic need for trauma-informed, culturally responsive, and restorative approaches to discipline and engagement—key components embedded in MEUSD’s SEL strategy through Actions 4.1 to 4.4.

The California Healthy Kids Survey further underscores these needs:

- At the elementary level, 72.5% of students feel safe at school, and 65.5% report feeling connected, showing moderate levels of belonging.
- At the secondary level, only 48% feel connected to school, and just 51% feel safe, indicating significant gaps in engagement and emotional safety during a critical developmental stage.

In response, MEUSD’s SEL goal is designed to:

- Address absenteeism and suspension trends through tiered SEL interventions, family engagement, and trauma-informed supports.
- Improve school connectedness, particularly among secondary students, by implementing engaging, relationship-centered SEL practices and mentorship programs.
- Support student groups in the Red status through targeted counseling, culturally responsive discipline systems, and consistent MTSS-aligned behavioral supports.
- Develop staff capacity through SEL-embedded professional development that aligns with the CA MTSS framework.
- Scale implementation equitably, with the support of a Community Schools TOSA and a shift to the Wayfinder platform for student voice and connectedness data.

This goal is rooted in MEUSD’s broader commitment to educational equity, inclusion, and whole-child development. By embedding SEL across the district’s systems and culture, MEUSD is taking intentional steps to reduce barriers to learning, improve school climate, and ensure that every student has access to a safe, supportive, and engaging learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension/Expulsion Rates: All Students (Data Source: CA Dashboard, Dataquest)	Suspension Rate: Status: 4.9% of all students were suspended at least once in 2022-23 Change: +1.4% from 2021-22 Expulsion Rate: 0%	Suspension Rate: 6.9% of All students suspended at least one day in 2023-24 Expulsion Rate: 0%		Status: 0% suspension rate	<ul style="list-style-type: none"> • Suspension Rate increased by 2% • Expulsion Rate maintained at 0%
4.2	Drop Out Rate	High School: 0 Middle School: 0% (2023-24)	High School: 0 Middle School: 0% (2024-25)		0%	Maintained
4.3	Suspension Rates: African American, English Learners,	African American: 11.4% (+1.8%)	African American: 4.5%		0% suspension rate	African American: Declined 6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic, Socioeconomically Disadvantaged student groups (Data Source: CA Dashboard)	English Learners: 4.7% (+2.6%) Hispanic: 5.1% (+2.1%) Socioeconomically Disadvantaged: 6.5% (+2.2%)	English Learners: 6.1% Hispanic: 7.1% Socioeconomically Disadvantaged: 7.8% American Indian: 11.4% Students with Disabilities: 11.7% Long-Term English Learners: 16.8% Two or More Races: 10.3%			English Learners: Increased 1.4% Hispanic: Increased 2% Socioeconomically Disadvantaged: Increased 1.4% American Indian: Increased 3.4% Students with Disabilities: Increased 3.8% Long-Term English Learners: Increased 6.1% Two or More Races: Increased 5.5%
4.4	Average Daily Attendance	94.36% (June 2023-24)	88.2% (May 2024-25)		97%	Declined by 6.16%
4.5	Chronic Absenteeism Rates: All Students (Data Source: CA Dashboard)	Status: 43% of all students were chronically absent in 2022-23. Change: -3% from 2021-22 (Status = Yellow)	All Students: 37.3%		Decrease the Chronic Absenteeism rates for all students by 9% with an annual change of -12.7% from the previous year.	Declined 5.7%
4.6	Chronic Absenteeism Rates: American Indian, Homeless, White (Data Source: CA Dashboard)	American Indian: 69.5% (+4.6%) Homeless: 58.1% (+10.4%) White: 33.4% (+1.6%)	American Indian: 56.1% Homeless: 50% White: 25.6% Two or More Races: 39.2%		American Indian: 10% Homeless: 10% White: 10%	American Indian: Declined 13.4% Homeless: Declined 8.1% White: Declined 7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Two or More Races: Increased 1.9%
4.7	California Healthy Kids Survey: Sense of Safety, School Connectedness, and Caring Adults in School (Priority 6: School Climate (Engagement))	School Connectedness: 49.4% School Safety: 55.4% Caring Adult Relationships in School: 54%	Elementary: <ul style="list-style-type: none"> School Connectedness: 65.5% School Safety: 72.5% Caring Adult Relationships in School: 60% Secondary: <ul style="list-style-type: none"> School Connectedness: 48% School Safety: 51% Caring Adult Relationships in School: 63% 		100% of students annual survey participants reporting Sense of Safety, School Connectedness, and Caring Adult Relationships in School	School Connectedness: <ul style="list-style-type: none"> Elementary +16.1 percentage points Secondary -10 percentage points School Safety: <ul style="list-style-type: none"> Elementary +18.1 percentage points Secondary -4.4 percentage points Caring Adult Relationships in School: <ul style="list-style-type: none"> Elementary + 6 percentage points Secondary +9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	District MTSS Team Meeting Agendas	4 District MTSS Meetings (2023-24)	12 District MTSS Meetings (2024-25)		At least 10 Monthly District MTSS Meetings a year	Increased by 8 meetings (200%)
4.9	#/% of staff evidencing District-wide participation in professional development around Social Emotional Learning	No Baseline Data Available - New Metric	49% of staff evidencing District-wide participation in professional development around Social Emotional Learning		75% of staff participation in District-wide SEL professional development	Baseline established in 2024-25
4.10	#/% of Student Participation in the Spring SEL Survey (Data Source: CICO: Sown to Grow Reports)	243/1815 - 13% of students participated in the Spring SEL Survey	62/1695 = 3.7% of Spring SEL Survey		100% Implementation of SEL Survey	Declined by
4.11	Graduation Rate:	All Students: 96.8% Hispanic: 96.6% White: 95.5% Socioeconomically Disadvantaged: 97.4%	All Students: 91.9% Hispanic: 92.7% White: 89.9% Socioeconomically Disadvantaged: 90.7%		Graduation Rate: All Students: 95% Hispanic: 95% White: 95% Socioeconomically Disadvantaged: 95%	<ul style="list-style-type: none"> All Students: Declined 4.9 percentage points Hispanic: Declined 3.9 percentage points White: Declined 5.6 percentage points Socioeconomically Disadvantaged: Declined 7.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						aged: Declined by 6.7 percentag e points
4.12	% of Wayfinder SEL Activities/Lessons Marked Complete	No Baseline Data Available - New Metric in 2024-25	District: 17% Campo: 23% Clover Flat: 13% Descanso: 4% Potrero: 9% Mountain Empire Junior High: 6% Mountain Empire High School: 27%		95% of Wayfinder SEL Activities/Lessons Marked Complete	Baseline established in 2024-25

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.

In 2024–25, MEUSD strategically advanced districtwide Social Emotional Learning (SEL) integration by adopting and piloting a new SEL curriculum, beginning with Mountain Empire Junior High (MEJH). MEJH was chosen as the pilot site due to its elevated chronic absenteeism and suspension rates—identified through Dashboard and local data reviews—as well as educational partner concerns about student connectedness and staff burnout. These performance gaps highlighted a pressing need for targeted SEL supports.

The MEJH pilot involved a collaborative, multi-role implementation team that included teachers, counselors, site administrators, and a school psychologist. Their input guided the district’s broader SEL implementation strategy for 2025–26. To measure program impact, MEUSD transitioned from the Sown to Grow platform to Wayfinder, selected for its developmental alignment and ability to engage students meaningfully.

Simultaneously, MEUSD began designing a districtwide SEL monitoring system aligned to the CA MTSS framework. This system incorporates stakeholder-informed indicators of connectedness and well-being, derived from MEJH's pilot experience. A district SEL task force co-created age-appropriate modules, with initial testing slated for early 2025.

Action 4.1 was bolstered by Community Schools grant funding, which supported the hiring of a Teacher on Special Assignment (TOSA) to lead and scale SEL implementation. Initial professional learning sessions for staff were launched in Spring 2025, with a full rollout planned for Fall 2025.

Action 4.2 provided consistent counseling services across all sites, which were enhanced by stronger MTSS coordination. Action 4.3 advanced professional learning in PBIS, restorative practices, and Youth Mental Health First Aid—laying groundwork for more cohesive, tiered SEL supports.

Action 4.4 maintained its Mending Matters partnership; however, limited engagement at Mountain Empire High School prompted a planned transition to a new mental health services model. Action 4.5, intended to ensure equitable transportation access to SEL supports, was constrained by staffing shortages that remain unresolved.

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.

Most actions were implemented in alignment with budget expectations. However:

- Action 4.5, Transportation Services expenditures have increased due to increased transportation services including student transportation to other facilities and added classified salaries and benefits.
- SEL curriculum full implementation costs (Action 4.1) were deferred to 2025–26, consistent with the pilot-first strategy.
- Action 4.2 is due to staffing adjustments made during the year. Specifically, the counseling team was reduced by one full-time equivalent (FTE) position. Additionally, an existing counselor was reassigned to cover two school sites, Descanso and Alt Ed, rather than being dedicated to a single site. These changes reduced overall personnel costs associated with the action, resulting in actual expenditures being lower than originally budgeted. While this adjustment allowed counseling services to continue at both sites, the staffing configuration shifted from the initial plan, which anticipated more site-specific counseling coverage.

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

The SEL pilot and framework design process successfully built foundational staff knowledge and informed needs for 2025–26 rollout. The Community School TOSA's leadership was pivotal for maintaining momentum and fidelity.

Action 4.2 (Counseling Services) demonstrated effectiveness in providing timely, data-driven student support through enhanced MTSS and Community Schools collaboration.

Action 4.3 strengthened staff capacity; however, additional alignment to CA MTSS is needed for coherence and sustainability.

Despite past success, Action 4.4's effectiveness waned due to limited engagement at MEHS and Mending Matters' service model changes. The district will transition to new internal strategies.

Transportation challenges in Action 4.5 illuminated structural barriers to equitable access, underscoring the need for creative staffing or contracting solutions.

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.

For 2025–26, MEUSD will:

- Expand SEL curriculum implementation across all sites, informed by pilot outcomes and SEL task force feedback.
- Launch a comprehensive SEL monitoring system to assess implementation fidelity and impact, including an annual survey measuring student and staff connectedness.
- Update Action 4.3's title to reflect clearer alignment to CA MTSS, "Tiered SEL-Aligned Professional Development."
- Strengthen internal MTSS infrastructure to improve data sharing and follow-through in the absence of external partners.
- Explore contracted transportation services to address persistent staffing shortages and ensure equitable access to school-based SEL supports.

For Metric 4.3 (Suspension Rates), 2024–25 outcomes reflect the addition of new student groups in the Red performance level per the 2024 CA Dashboard. While the 2023–24 baseline included African American, English Learner, Hispanic, and Socioeconomically Disadvantaged students, Year 1 monitoring now also includes American Indian, Students with Disabilities, Long-Term English Learners, and Two or More Races to better track and address disproportionality.

In addition, Action 4.4, which previously funded the Mending Matters partnership—will be restructured. Due to reduced engagement at MEHS and significant changes in the provider's service model, the district will not continue this partnership. Moving forward, the label "Action 4.4" will now refer to Transportation Services, recognizing its critical role in supporting access to SEL and related programs. Resources previously allocated to Mending Matters will instead be redirected to strengthen internal MTSS coordination, expand counseling services, and establish new partnerships with external providers such as Crossroads, Cook Center, and Vista Hill to meet student needs, especially at the secondary level.

For Metric 4.7 (School Climate – CHKS), reporting shifted from a single districtwide measure in 2023–24 (School Connectedness 49.4%, School Safety 55.4%, Caring Adult Relationships 54%) to separate reporting for elementary and secondary levels in 2024–25. Year 1 outcomes now provide more detailed insights, with elementary results higher (65.5%, 72.5%, 60%) and secondary results reported separately (48%, 51%, 63%), allowing for more targeted analysis and interventions.

These changes reflect MEUSD's commitment to building a sustainable, equity-driven SEL system supported by aligned staffing, reliable access, and responsive community partnerships.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop and implement district-wide SEL Framework	<p>In an effort to embed Social Emotional Learning (SEL) into every facet of the educational environment at MEUSD, a comprehensive district-wide SEL Framework is being developed and implemented. This framework serves as the blueprint for training, curriculum integration, monitoring, and ongoing improvement of SEL practices across the district.</p> <p>The initial phase involves the creation and implementation of a comprehensive training program aimed at equipping both teaching and non-teaching staff with the essential principles of SEL. This program is scheduled to begin in the summer of 2024, ensuring all staff are well-versed in fostering environments conducive to social-emotional growth. Alongside this, professional development workshops will be held every semester starting from the fall of 2024, concentrating on advanced SEL strategies and promoting a growth mindset among staff.</p> <p>Concurrently, a task force will be assembled to tackle the development of age-appropriate SEL curriculum modules. These modules are designed to cater to the diverse developmental needs of students across different grade levels. A pilot testing of these modules in selected grades will commence early in 2025, allowing the task force to gather insights and make necessary adjustments. Following a thorough evaluation of the pilot, a full rollout of the SEL curriculum across the district is planned for the fall of 2025.</p> <p>To ensure the integrity and effectiveness of these initiatives, an SEL monitoring system will be introduced by the end of 2024. This system will oversee the adherence to and the fidelity of SEL practices across all schools, providing essential data for continuous improvement. Additionally, starting in 2025, an annual survey will be launched to capture feedback on student connectedness, feelings of belonging, and the effectiveness of staff implementation of SEL practices. This feedback will play a crucial role in identifying specific areas that may require further improvement or targeted interventions.</p> <p>By mid-2025, the data gathered from these implementations and feedback mechanisms will guide the development of targeted interventions. These</p>	\$45,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>interventions will specifically support students who are identified as needing additional assistance, ensuring that every student benefits from a supportive and nurturing SEL environment.</p> <p>Through this meticulously planned framework, MEUSD aims to thoroughly integrate SEL into its educational practices, ultimately fostering an atmosphere of well-being, mutual respect, and enhanced academic achievement across the district.</p>		
4.2	Counseling Services	<p>Counselors will serve as key points of contact for students who are chronically absent, struggling academically, or facing behavioral challenges. To ensure comprehensive support, supplemental counseling services will be provided for students identified as Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, American Indian, Homeless, and other priority student groups within the LCAP.</p> <p>In line with our commitment to comprehensive counseling services, we will prioritize support across the entire district, focusing on fostering resilience, promoting social-emotional learning (SEL), and building strong relationships with students and their families. Collaborating closely with the MTSS team, we will establish clear benchmarks, interventions, and monitoring systems to guarantee that all students, including those at the preschool and elementary levels, receive the assistance they need to thrive.</p> <p>By leveraging data from the CA Dashboard, attendance records, and behavioral information, we will identify the specific needs of our students and staff, enabling our expanded counseling team to provide targeted and effective support.</p>	\$1,434,970.00	Yes
4.3	Tiered SEL-Aligned Professional Development	<p>Mountain Empire Unified School District (MEUSD) will implement a districtwide, equity-centered system of tiered professional development aligned to Social Emotional Learning (SEL) and the Multi-Tiered System of Supports (MTSS). This action specifically addresses student groups</p>	\$173,424.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>identified in the Red performance level on the 2023 CA Dashboard for suspension and school climate indicators: Long-Term English Learners (LTELs), Students with Disabilities, American Indian, and Two or More Races.</p> <p>This action aims to build staff capacity to implement inclusive, trauma-informed, and culturally responsive strategies that reduce behavioral disproportionality and improve student well-being. The training plan will prioritize both foundational and advanced learning in:</p> <ul style="list-style-type: none"> • Positive Behavioral Interventions and Supports (PBIS) • Restorative Circles • Youth Mental Health First Aid • Trauma-Informed Practices • Culturally Responsive Classroom Management • Disability Awareness and De-escalation Strategies <p>School leaders will also participate in National Institute for School Leadership (NISL) modules that emphasize instructional equity and improving site-level student culture.</p> <p>Targeted Supports Based on 2023 CA Dashboard Data:</p> <ul style="list-style-type: none"> • Long-Term English Learners (LTELs): With a suspension rate of 16.8%, professional development will focus on supporting LTELs through culturally affirming engagement, behavior interventions that consider language acquisition challenges, and academic frustration de-escalation strategies. • Students with Disabilities: Trainings will focus on inclusive behavior supports, IEP-aligned discipline responses, and strengthening collaboration between general and special education staff. • American Indian Students: Training will include identity-affirming, trauma-informed practices that address historical marginalization and build stronger adult-student relationships. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Students of Two or More Races: Emphasis will be placed on monitoring bias in behavior referrals and building student identity support through inclusive, differentiated engagement strategies. <p>Disaggregated data from the CA Dashboard, local surveys (e.g., CHKS), and school-based behavioral incidents will be used to monitor implementation and guide coaching and improvement cycles.</p> <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Reduced suspension rates among all Red Indicator student groups • Increased student sense of belonging and connection to school • Improved fidelity of Tier I SEL and MTSS practices • More equitable and inclusive classroom environments • Increased staff confidence and responsiveness to student needs <p>This action is critical to fulfilling MEUSD’s LCAP priority of fostering safe, inclusive, and supportive environments for all students, especially those experiencing disproportionate discipline outcomes.</p>		
4.4	Transportation Services	Provide transportation services to ensure equitable access to school and District programs	\$2,118,390.00	Yes
4.5				

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Mountain Empire Unified will improve academic outcomes for socioeconomically disadvantaged students at Hillside Jr. Sr. High and Sunrise High by increasing graduation rates at Hillside Jr. Sr. High and Sunrise High, and improving ELA performance at Hillside Jr. Sr. High.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- 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.

Pursuant to state legislation, Local Education Agencies (LEAs) are required to include one or more Equity Multiplier Focus Goals for schools eligible to receive Equity Multiplier funding under the Local Control Funding Formula (LCFF). Eligibility is determined by a school’s non-stability rate exceeding 25% and a socioeconomically disadvantaged (SED) enrollment above 70%, as reported in the California Department of Education’s Stability Rate Data Report. Although small student group sizes at Hillside Jr. Sr. High and Sunrise High prevent the display of performance color levels on the California School Dashboard, local and state data reveal significant equity gaps that justify targeted support.

The Mountain Empire Unified School District (MEUSD) has developed this Equity Multiplier Focus Goal to enhance equity in academic outcomes at Hillside Jr. Sr. High and Sunrise High by focusing on English Language Arts (ELA) achievement and graduation rates among socioeconomically disadvantaged students. This initiative stems from a pressing need to address significant disparities and recent performance trends within the district.

In 2024–25, MEUSD identified the urgency of this goal as Hillside Jr. Sr. High experienced a 30-point drop in graduation rates, falling to 70%, while Sunrise High improved by 10.2% to reach 73.3%. Despite these changes, the graduation rate for socioeconomically disadvantaged students at Sunrise still stood at 71.4%, reflecting continued challenges. Meanwhile, both schools showed extremely low performance in ELA, with 2023 CAASPP scores 100.4 points below standard, which was further exacerbated at Hillside in 2024, where scores declined to 140.6 points below standard and Math scores dropped to 194.6 points below standard—both at the lowest performance levels.

Most students are tested in 11th grade, and many move in and out of school during the year. Because the schools are small, we cannot share test scores for student groups without risking student privacy. This follows state rules that protect student information. We also can’t break down local data by group without risking privacy. Instead, we use internal data from Renaissance STAR tests in reading and math to

help guide our work. This goal focuses on low-income students, who make up most of the students at both schools.

MEUSD's commitment to equity is further informed by comprehensive community input. The Equity Multiplier Community Input Survey revealed that 86.7% of respondents prioritized expanded supports to explore college and career readiness opportunities; 73.3% wanted more academic tutoring; 66.7% emphasized the need for stronger student engagement strategies; 60% called for transportation support; and 40% highlighted a need for improved access to technology.

In response, MEUSD has prioritized strategies that align with these stakeholder priorities. These include:

- Expanding access to college and career readiness supports;
- Providing targeted academic tutoring and enrichment programs;
- Strengthening attendance supports and motivation initiatives;
- Addressing transportation barriers to ensure equitable access;
- Enhancing technology access and learning conditions in alternative settings.

This Equity Multiplier Goal ensures that state funds are directed toward evidence-based strategies that eliminate barriers and promote equity. The goal is clear: to improve ELA outcomes, boost graduation rates, and ensure all students—regardless of background—are equipped to succeed academically and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Enrollment Evaluation: % of parents who participated in family meetings with counselor or site admin. (Data Source: Internal Attendance Reports)	Baseline: 0 parents who participated in family meetings with counselor or site admin.	100% of parents who participated in family meetings with counselor or site admin. Hillside: 22/22 Sunrise 18/18		100% of enrolled students and families participated in Enrollment Evaluation meetings with site counselor or site admin.	100% increase from baseline of 0.
5.2	Percentage of Students Improving Graduation Readiness Status	% of credit-deficient students who move from 'off track' to 'on track' based on personalized learning plans (2023-24)	36% of credit-deficient students who move from 'off track' to 'on track' based on personalized learning plans		80% of credit-deficient students who move from 'off track' to 'on track' based on personalized learning plans	36% increase from baseline of 0.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-25)			
5.3	Graduation Rate: (Data Source: 2023 CA Dashboard)	Hillside Jr. Sr. High All Students: 70% -30% *student groups are not large enough to include as a significant student group Sunrise High All Students : 73%, +10.2 Hispanic: 83.3% + 14.1 White: No Data Socioeconomically Disadvantaged = 71.4% +4.8 (2022-23 CDE DataQuest & CA Dashboard)	Hillside Jr. Sr. High: All Students: 80% *student groups are not large enough to include as a significant student group Sunrise High: 55% students *student groups are not large enough to include as a significant student group or presented as percentages on CA Dashboard		Graduation Rate: All Students: 95% Hispanic: 95% White: 95% Socioeconomically Disadvantaged:95 %	Hillside Jr. Sr. High: +10 percentage points Sunrise High: Declined 18 percentage points
5.4	California Healthy Kids Survey (Priority 6: School Climate (Engagement))	63% = School Connectedness School Safety *There is insufficient data for groups with fewer than 10 respondents.	School Connectedness: 58.5% of students feel connected to school School Safety: *There is insufficient data for groups with fewer than 10 respondents.		School Connectedness = 95% Agree or Strongly Agree School Safety = 95% Agree or Strongly Agree 100% participation in CHKS Survey	Decline of 4.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	#/% of Student Participation in the Spring SEL Survey (Data Source: CICO: Sown to Grown Reports)	Hillside Jr. Sr. High: 23/43 - 53.29% Sunrise High: 0% (2023-24)	Hillside Jr. Sr. High: 0% Sunrise High: 0%		100% Student participation in the Spring SEL Survey	Hillside Jr. Sr. High: Declined 53.29% Sunrise High: Maintained 0%
5.6	Grades 7-8 and 11 Academic Progress Indicator: ELA - All Students (Data Source: CDE Dataquest, CERS)	Hillside Jr. Sr. High: Grades 7-8 7% Met or Exceeded Standard 29% Standard Nearly Met 64% Standard Not Met Hillside Jr. Sr. High: Grade 11 14% Met or Exceeded Standard 32% Standard Nearly Met 32% Standard Not Met Sunrise High: 11th Grade 0% Met or Exceeded Standard 7% Standard Nearly Met 93% Standard Nearly Met (Data Source: CDE Dataquest, CERS: CAASPP 22-23)	Hillside Jr. Sr. High: Grades 7-8 20% Met or Exceeded Standard 40% Standard Nearly Met 40% Standard Not Met Hillside Jr. Sr. High: Grade 11 18% Met or Exceeded Standard 17% Standard Nearly Met 65% Standard Not Met Sunrise High: 11th Grade 0% Met or Exceeded Standard 13% Standard Nearly Met 87% Standard Nearly Met		By 2026, all students will increase achievement in ELA as measured by a 6 point increase toward proficiency as measured by CAASPP in ELA.	Hillside Jr. Sr. High: Grades 7-8 <ul style="list-style-type: none"> Met or Exceeded Standard increased by 13 percentage points Standard Nearly Met increased by 11 percentage points Standard Not Met decreased by 24 percentage points Hillside Jr. Sr. High: Grade 11 <ul style="list-style-type: none"> Met or Exceeded Standard increased by 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Source: CDE Dataquest, CERS: CAASPP 23-24)			<ul style="list-style-type: none"> percentage points • Standard Nearly Met decreased by 15 percentage points • Standard Not Met increased by 33 percentage points <p>Sunrise High: 11th Grade</p> <ul style="list-style-type: none"> • Met or Exceeded Standard maintained • Standard Nearly Met increased by 6 percentage points • Standard Nearly Met decreased by 6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	% of Wayfinder SEL Activities/Lessons Marked Complete	New Baseline in 2024-25	Hillside Jr. Sr. High: 28% Sunrise High: 23%		95% of Wayfinder SEL Activities/Lessons Marked Complete	New Baseline

Goal Analysis [2024-25]

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

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

Implementation of Goal 5 at Hillside Jr. Sr. High and Sunrise High progressed meaningfully, with strong execution of all core actions. Action 5.1 (Personalized Learning Plans) was fully implemented, allowing every student to engage in counseling and develop tailored plans aligned with graduation and postsecondary goals. Action 5.2 hosted two major family engagement events—less than the three originally planned—but these events reached high levels of participation and engagement.

One key improvement this year was the replacement of Metric 5.2. The previous Credit Recovery Completion and Success Rate metric did not adequately reflect individual progress toward graduation. It has been replaced with a new metric that tracks the percentage of credit-deficient students who move from “off track” to “on track” based on their personalized learning plans. This change provides a more accurate and meaningful way to evaluate credit recovery and academic momentum.

Additionally, a key limitation in evaluating academic progress was the absence of a metric to monitor growth in ELA proficiency. As a result, Metric 5.6 (Academic Progress in ELA) was added in 2024–25. The implementation of the new districtwide SEL curriculum (Wayfinder) also faced challenges; MEUSD was unable to administer the SEL survey (Metric 5.5) as planned, resulting in 0% participation. This was a districtwide issue, not unique to Hillside or Sunrise, and it limited the LEA’s ability to assess SEL-related progress through student input.

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.

Material differences between budgeted and actual expenditures for Goal 5 Action 1 were increased due to additional expenditures from Community Schools funding. All planned funds supported implementation of academic counseling and family engagement. Although only two of three workshops were delivered, funds were reallocated within the same action to maintain service impact.

The revised Metric 5.2 improved the ability to measure academic recovery and progress for credit-deficient students. Previously, credit recovery was reported in aggregate and lacked connection to student-level graduation readiness. With the updated metric, progress can now be tracked over time, aligning with the intent of improved services.

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

All actions under Goal 5 demonstrated early effectiveness in boosting student support and family engagement. Action 5.1 enabled the development of personalized graduation pathways, which correlated with Hillside's 10-point increase in graduation rates. Action 5.2 increased parent involvement, with strong feedback from families on workshops focused on FAFSA, college access, and job training.

The new Metric 5.2—tracking the percentage of credit-deficient students who move from “off track” to “on track” based on their personalized learning plans—provides a more meaningful way to assess student progress toward graduation. Early results indicate a positive trend in students regaining academic standing.

However, learning outcomes were difficult to evaluate in previous years due to the absence of a robust academic growth metric. The addition of Metric 5.7 now addresses this gap. Similarly, while staff reported promising early use of the new SEL curriculum (Wayfinder), the district was unable to collect student-level data through the Spring SEL survey (Metric 5.5), resulting in 0% participation. This limited the LEA's ability to measure SEL-related progress and underscores the need for stronger implementation and data collection in 2025–26.

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

As part of 2025–26 updates, MEUSD made the following revisions to Goal 5:

- Metric 5.2 was revised to measure the percentage of credit-deficient students who move from “off track” to “near/on track” based on personalized learning plans.
- Metric 5.6 was added to track academic progress in ELA, addressing a previous gap.
- Metric 5.5 will be reintroduced with an emphasis on full student participation in the SEL survey. The SEL survey will now be administered using Wayfinder SEL instead of Sown to Grow due to change in assessment source to align with district adopted SEL curriculum. 2025–26 will serve as the new baseline year.
- Metric 5.7 was added to monitor and track the completion of social-emotional learning (SEL) lessons to ensure students consistently engage in the Wayfinder SEL curriculum.
- Action 5.3 (Redhawk Academy) will support students with individualized academic help and flexible scheduling.
- Family engagement efforts under Action 5.2 will transition to schoolwide events to increase accessibility.

These changes reflect a stronger focus on measurable academic recovery and student progress at alternative sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Family Intake Meetings - Personalized Learning Plans	Family Intake Meetings will provide a comprehensive and structured approach for students enrolling in the Alternative Education program. This plan aims to ensure that each student receives personalized guidance and support to meet their current educational needs, successfully recover any missed credits, and prepare for post-secondary education and career opportunities. By engaging students and their families in a collaborative process with school counselors and administrators, we aim to foster an environment that promotes academic achievement, personal growth, and future readiness with a team mindset from the start.	\$202,473.00	No
5.2	Family Workshops	As an ongoing support, at least 3 family workshops will be held to develop home to school connection and to support families in navigating the alternative education program, but also to support the families in navigating post-graduation options, including college, vocational training, military, or employment, and mental health, social emotional, and educational supports. By addressing student and family needs, the action is intended to provide a whole child approach to their success in alternative education programs and with graduation outcomes.	\$12,128.00	No
5.3	Redhawk Academy	MEUSD will assign an additional credentialed teacher with expertise in literacy and the science of reading to lead and expand the Redhawk Academy, a targeted instructional program designed to serve students at Hillside Jr. Sr. High and Sunrise High. This action responds to the district's identified need for flexible, personalized learning environments for socioeconomically disadvantaged students requiring academic recovery and alternative settings. The Redhawk Academy will provide small-group and individualized ELA instruction, integrated credit recovery support, and ongoing academic mentorship, ensuring students remain within MEUSD while receiving the additional academic supports they need. The program will prioritize evidence-based literacy interventions and expand access to structured academic plans for students not thriving in traditional settings.	\$121,560.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,932,972	\$335,082

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
21.089%	0.000%	\$0.00	21.089%

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
2.2	<p>Action: District Facilities</p> <p>Need: The identified need for the action regarding District Facilities arises from the assessment that a significant portion of schools within the district, specifically 43%, have received ratings of fair or below on the Facilities Inspection Tool (FIT) during the 2023-24 academic year. Specifically, Campo, Potrero, and MEHS are</p>	Action 2.2 regarding District Facilities aims to ensure safe and adequate learning environments across all schools within the district. This includes ongoing maintenance, repairs, and improvements to physical infrastructure such as classrooms, playgrounds, libraries, and other educational spaces. By allocating resources to address facility needs, the district aims to create an environment conducive to teaching and learning, promoting student well-being and academic success.	Metrics 2.4, 2.5, and 2.6 will be used to monitor effectiveness of this action.

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
	<p>among the schools that have garnered ratings below the satisfactory threshold, indicating varying degrees of deficiency in their physical infrastructure. With Potrero even being rated as poor at 74.28%, it underscores the urgency to address the existing deficiencies in infrastructure. This data highlights the pressing need to allocate resources and implement interventions to improve the condition of facilities across the district, ensuring that all schools provide safe, conducive, and adequately maintained learning environments for students and staff alike.</p> <p>Scope: LEA-wide</p>	<p>Providing support for district facilities on a district-wide basis ensures that all students, regardless of their school's location or size, have access to safe and conducive learning environments. By addressing facility needs across the entire district, resources are distributed equitably to support the needs of all students and educators. Additionally, a district-wide approach allows for efficient allocation of resources and centralized decision-making to prioritize projects based on urgency and impact, ultimately benefiting the entire student population.</p>	
<p>2.4</p>	<p>Action: Employee Recognition Event</p> <p>Need: The identified need for the action comes from employee, student, and community input on the importance of creating intentional steps to address the culture and climate of district staff to increase teacher and staff recruitment and retention. While many of our classified employees live within the district boundaries, most of our teaching staff live outside of the district boundaries, and this can lead to a sense of disconnection from the community they serve. By fostering a stronger, more inclusive district culture through targeted recognition and engagement efforts, we aim to build a more cohesive and supportive environment that attracts and retains high-</p>	<p>Historically, staff at MEUSD have been recognized for their hard work and achievements at the site or department level and during an annual board meeting. While these efforts have been valuable, we want to expand the celebration districtwide through an employee recognition event (Action 2.4). This event will not only honor individual contributions but also unite our entire staff in a shared commitment to excellence. By broadening the scope of recognition, we aim to foster a stronger sense of community and pride across all sites, further supporting our goal of enhancing educational quality through revitalized facilities and an innovative recruitment and retention plan.</p>	<p>Metrics 2.3 and 2.4 will be used to monitor effectiveness of this action.</p>

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
	<p>quality educators who feel invested in the success of both the district and the community.</p> <p>Scope: LEA-wide</p>		
<p>3.2</p>	<p>Action: MTSS-Aligned Professional Learning System</p> <p>Need: Unduplicated pupils in MEUSD—particularly English Learners (ELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged (SED) students—face persistent achievement gaps in ELA, math, and language development as indicated by CAASPP and local STAR assessment data. Educational partner input emphasized that inconsistent Tier I instruction, limited staff capacity for differentiation, and fragmented intervention delivery systems have contributed to uneven outcomes across schools.</p> <p>Additionally, students identified as Long-Term English Learners (LTELs) require integrated academic language development strategies within core instruction. SWDs often experience exclusion from general education settings due to a lack of co-teaching and inclusive instructional practices. These needs point to a systemic gap in ensuring that all students—particularly those generating supplemental and concentration funding—receive high-quality, inclusive Tier I instruction with aligned intervention supports.</p>	<p>This action is designed to unify and elevate all instructional professional learning under an MTSS-aligned system that builds educator capacity to meet the academic and linguistic needs of unduplicated pupils. It provides embedded coaching and collaborative data analysis to help teachers differentiate instruction in inclusive classrooms. By supporting implementation of the CA Math Framework, the EL Roadmap, and inclusive practices, the action targets known equity gaps in core instruction and intervention access.</p> <p>Professional learning on LTEL strategies and IEP-aligned instruction ensures that ELs and SWDs receive effective support in general education settings. Furthermore, integrating after-school expanded learning with classroom instruction ensures continuity of learning for SED students who rely on extended supports. The use of frequent data cycles empowers teachers to adapt instruction based on subgroup performance and progress monitoring.</p>	<p>Metrics 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11, 3.19, 3.20, 3.22, and 3.24 will be used to monitor effectiveness of this action.</p>

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
	<p>Scope: LEA-wide</p>		
<p>3.6</p>	<p>Action: Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes</p> <p>Need: Students who are homeless, foster youth, and those from economically disadvantaged homes face significant barriers to academic success and personal well-being. This action addresses their need for comprehensive support by providing targeted services that ensure they receive the necessary resources, guidance, and opportunities to succeed academically and personally. By addressing transportation, healthcare, education, and counseling needs, the district aims to mitigate the challenges these students face and create a more equitable learning environment.</p> <p>Scope: LEA-wide</p>	<p>Action 3.10 aims to provide comprehensive support to students experiencing homelessness, foster youth, and students from economically disadvantaged homes by implementing several key initiatives.</p> <p>Providing these services on a district-wide basis ensures that all students in need, regardless of which school they attend, have equitable access to support. A district-wide approach promotes consistency in service delivery, ensuring that all vulnerable students receive the same level of care and attention. This uniformity is crucial for creating an inclusive and supportive educational environment across the entire district.</p>	<p>Metrics 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, and 3.24 will be used to monitor effectiveness of this action.</p>
<p>4.1</p>	<p>Action: Develop and implement district-wide SEL Framework</p> <p>Need:</p>	<p>Action: 4.1 is designed to provide comprehensive social-emotional support for all students. This framework will integrate SEL into the curriculum, school culture, and daily interactions, aiming to foster students' social, emotional, and academic development. Key components of the framework will include explicit SEL instruction, creating a</p>	<p>We will monitor progress of the SEL Framework development and implementation through the following metrics:</p>

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
	<p>Social-emotional support is crucial for student well-being and academic success. By addressing the social and emotional needs of students, the SEL framework helps them develop essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Implementing this framework ensures that students receive consistent support in managing their emotions, setting and achieving positive goals, showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions. Given the increasing awareness of the impact of social-emotional health on academic performance and overall well-being, this action addresses a critical need within the district.</p> <p>Scope: LEA-wide</p>	<p>positive school climate, and providing professional development for staff to effectively support SEL.</p> <p>Providing the SEL framework on a district-wide basis ensures that all students, regardless of their school, have access to the same high-quality social-emotional learning opportunities. This uniform approach promotes equity and consistency across the district, allowing for a cohesive implementation that can be effectively supported and monitored. As students move through different schools within the district, they will experience a continuous and familiar approach to SEL, which reinforces their learning and development. Additionally, district-wide implementation facilitates the sharing of best practices, resources, and professional development, enhancing the overall effectiveness of the framework.</p>	<p>CHKS (California Healthy Kids Survey) Data: This survey collects data on students' perceptions of their school environment, safety, and overall well-being. Analyzing CHKS data will provide insights into how well the SEL framework is improving students' social-emotional health and school climate.</p> <p>Sown to Grow Check-in Reports: These reports will track students' self-assessments and reflections on their social-emotional development. Regular check-ins will help monitor individual and group progress in SEL competencies, identifying areas needing additional support.</p> <p>Staff Professional Development Surveys: Surveys conducted after SEL training sessions will gauge the effectiveness of professional development for teachers and staff. Feedback from these surveys will help refine training programs to</p>

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
			<p>ensure staff are well-equipped to implement the SEL framework effectively.</p> <p>Student Voice Surveys: These surveys will capture students' feedback on the SEL framework and its impact on their school experience. Understanding students' perspectives will provide valuable information on the framework's effectiveness and areas for improvement.</p>
<p>4.2</p>	<p>Action: Counseling Services</p> <p>Need: Social-emotional support is essential for students to navigate the challenges of academic life and personal development. Counseling services help students manage stress, build resilience, develop interpersonal skills, and improve their overall emotional health. By providing these services, the district ensures that students have access to professional support to address their mental health needs, thereby enhancing their ability to focus on learning and achieve academic success.</p> <p>Scope:</p>	<p>Social emotional learning and support through counselors at every school site Action: 4.2 provides comprehensive counseling services across the district aims to address the social-emotional support needs of all students. These services will include a school counselor assigned to every school site in MEUSD which will provide individual and group counseling, crisis intervention, and preventive programs designed to enhance students' mental health and emotional well-being. School counselors will work closely with teachers, administrators, and parents to create a supportive environment that fosters students' academic and personal growth. Additionally, this action ensures that social-emotional learning and support are available through dedicated counselors at every school site.</p>	<p>Metrics 4.2, 4.7, 4.8, 4.10, and 4.12 will be used to monitor effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Offering counseling services on a district-wide basis ensures that all students, regardless of their school, have equitable access to mental health support. This approach promotes consistency in the quality and availability of counseling services, ensuring that no student is left without necessary support. A district-wide program also allows for the standardization of counseling practices and the sharing of resources and expertise across schools, leading to more effective and efficient service delivery. As students transition between schools within the district, they will benefit from a continuous and familiar support system. By having counselors at every school site, the district guarantees that social-emotional learning and support are integrated into each student's daily school experience.	
4.4	<p>Action: Transportation Services</p> <p>Need: Offering free transportation services district-wide ensures that all eligible students across MEUSD benefit from this support. A district-wide approach promotes consistency and equity, making sure that no student is left out due to logistical or financial challenges. This uniform service across all schools in the district helps to create a cohesive and inclusive educational environment, where all students can access their right to education without the hindrance of transportation issues.</p> <p>Scope:</p>	<p>MEUSD remains dedicated to providing free transportation services to and from school for all eligible students. Our commitment to offering this essential service is rooted in ensuring equitable access to education, eliminating barriers to attendance, and promoting a safe and supportive learning environment. By continuing to provide free transportation, we strive to facilitate student participation, reduce transportation-related challenges for families, and foster a positive educational experience for all students within our district.</p> <p>Providing free transportation services addresses the critical need for equitable access to education. For many students, especially those from low-income families, transportation can be a significant barrier to regular school attendance. By</p>	Metrics 4.4, 4.5, 4.6, 4.7 and 4.10 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	eliminating this barrier, MEUSD ensures that all students have the opportunity to attend school consistently, which is vital for their academic success and overall well-being. This action promotes inclusivity and equity by ensuring that every student, regardless of their socio-economic status, has the same opportunity to participate in the educational process.	
5.3	<p>Action: Redhawk Academy</p> <p>Need: Unduplicated pupils at Hillside Jr. Sr. High and Sunrise High face persistent academic challenges, particularly in English Language Arts (ELA), with Hillside students scoring 140.6 points below standard on the 2024 CAASPP. Additionally, many of these students require credit recovery due to learning interruptions caused by school mobility, housing instability, or gaps in prior academic access. Feedback from families also indicates a demand for more flexible, alternative school settings where students can receive individualized support while remaining within the district. These conditions create a clear need for targeted academic interventions, especially for socioeconomically disadvantaged students who may not be successful in traditional classroom models.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs of unduplicated pupils by providing direct instructional support from a highly qualified teacher specializing in the science of reading and literacy interventions. The Redhawk Academy’s design allows for small group and individualized instruction, offering high-impact academic recovery strategies that align with student learning needs and parental input.</p> <p>Although unduplicated pupils are the primary beneficiaries of this action, the support is delivered schoolwide due to the concentration of unduplicated students at both campuses. The student populations at Hillside and Sunrise are composed predominantly of socioeconomically disadvantaged youth, and nearly all students are eligible for services under LCFF equity provisions. Offering the intervention schoolwide ensures that supports are not fragmented and allows for flexibility in scheduling, grouping, and resource delivery—essential features in alternative education environments where student rosters shift frequently.</p>	Metrics 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 will be used to monitor effectiveness of this action.

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

N/A

Additional Concentration Grant Funding

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

To increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students, the LEA will use additional concentration grant add-on funding to support certificated salaries that enable smaller class sizes. Reducing class sizes ensures more individualized instruction and support, particularly benefiting unduplicated pupils by allowing teachers to provide more targeted academic interventions and relationship-based engagement. This strategy is based on educational partner input identifying the need for increased student-teacher interaction and academic support. By maintaining lower student-to-teacher ratios, particularly in grades and subjects with the highest need, the LEA aims to improve student outcomes in literacy, mathematics, and social-emotional learning.

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	1:10 - Descanso Elementary	1:10 - Campo Elementary, Clover Flat Elementary, Potrero Elementary
Staff-to-student ratio of certificated staff providing direct services to students	1:25 - Descanso Elementary	1:25 - Campo Elementary, Clover Flat Elementary, Potrero Elementary

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,649,123	3,932,972	21.089%	0.000%	21.089%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,069,014.00	\$804,776.00	\$1,549,689.00	\$1,004,718.00	\$8,428,197.00	\$6,039,839.00	\$2,388,358.00

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	Expand Communication Channels:	All	No			All Schools	3 years	\$38,245.00	\$12,810.00	\$26,545.00			\$24,510.00	\$51,055.00	
1	1.2	Regular Community Consultations:	All	No			All Schools	3 years	\$12,255.00	\$5,000.00	\$17,255.00				\$17,255.00	
1	1.3	Strengthen Volunteer Programs:	All	No			All Schools	3 years	\$6,128.00	\$7,000.00	\$13,128.00				\$13,128.00	
1	1.4	Feedback and Response System:	All	No			All Schools	3 years	\$8,579.00	\$10,000.00	\$18,579.00				\$18,579.00	
1	1.5	Family Resource Center	All	No			All Schools	3 years	\$7,353.00	\$14,000.00		\$21,353.00			\$21,353.00	
1	1.6	Community Engagement Initiative	All	No			All Schools	3 years	\$22,059.00	\$5,000.00	\$12,255.00	\$14,804.00			\$27,059.00	
2	2.1	Highly Qualified Teachers	All	No			All Schools	3 years	\$39,416.00	\$38,000.00	\$52,416.00	\$15,000.00		\$10,000.00	\$77,416.00	
2	2.2	District Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,346,954.00	\$1,012,926.00	\$862,607.00		\$1,497,273.00		\$2,359,880.00	
2	2.3	Engaging Partners to Secure Funding	All	No			All Schools	3 years	\$9,804.00	\$5,000.00	\$14,804.00				\$14,804.00	
2	2.4	Employee Recognition Event	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$6,128.00	\$7,000.00	\$13,128.00				\$13,128.00	
3	3.1	MTSS Leadership, Onboarding, & Graduate Outcomes Alignment	All	No			All Schools	3 years	\$63,430.00	\$45,298.00	\$14,000.00	\$20,000.00		\$74,728.00	\$108,728.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	MTSS-Aligned Professional Learning System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$117,679.00	\$161,119.00	\$72,833.00	\$60,000.00	\$52,416.00	\$93,549.00	\$278,798.00	
3	3.3	District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	All	No			All Schools	3 years	\$18,383.00	\$21,483.00	\$39,866.00				\$39,866.00	
3	3.4	Early Childhood Education	All Preschool program students	No			All Schools	3 years	\$1,148,107.00	\$29,314.00	\$800,131.00			\$377,290.00	\$1,177,421.00	
3	3.5	Special Education and 504 Plan Services	Students with Disabilities	No			All Schools	3 years	\$12,255.00	\$5,000.00		\$17,255.00			\$17,255.00	
3	3.6	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$61,275.00	\$23,000.00	\$15,255.00	\$5,000.00		\$64,020.00	\$84,275.00	
4	4.1	Develop and implement district-wide SEL Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$40,252.00	\$5,000.00	\$45,252.00				\$45,252.00	
4	4.2	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,434,970.00	\$0.00	\$726,409.00	\$398,761.00		\$309,800.00	\$1,434,970.00	
4	4.3	Tiered SEL-Aligned Professional Development	All	No			All Schools	3 years	\$0.00	\$173,424.00	\$33,000.00	\$89,603.00		\$50,821.00	\$173,424.00	
4	4.4	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,367,057.00	\$751,333.00	\$2,118,390.00				\$2,118,390.00	
5	5.1	Family Intake Meetings - Personalized Learning Plans	All	No			Specific Schools: Sunrise Continuation School	3 years	\$151,822.00	\$50,651.00	\$56,829.00	\$145,644.00			\$202,473.00	
5	5.2	Family Workshops	All	No			Specific Schools:	3 years	\$6,128.00	\$6,000.00	\$7,128.00	\$5,000.00			\$12,128.00	

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
							Hillside Jr. Sr. High and Sunrise High School									
5	5.3	Redhawk Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hillside Jr. Sr. High and Sunrise High Hillside Jr. Sr. High and Sunrise High	3 years	\$121,560.00	\$0.00	\$109,204.00	\$12,356.00			\$121,560.00	

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
18,649,123	3,932,972	21.089%	0.000%	21.089%	\$3,963,078.00	0.000%	21.251 %	Total:	\$3,963,078.00
								LEA-wide Total:	\$3,963,078.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	District Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$862,607.00	
2	2.4	Employee Recognition Event	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,128.00	
3	3.2	MTSS-Aligned Professional Learning System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,833.00	
3	3.6	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$15,255.00	
4	4.1	Develop and implement district-wide SEL Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,252.00	
4	4.2	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$726,409.00	

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 (%)
4	4.4	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,118,390.00	
5	5.3	Redhawk Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hillside Jr. Sr. High and Sunrise High	\$109,204.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,841,488.00	\$9,536,427.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Expand Communication Channels:	No	\$62,273.00	62,273
1	1.2	Regular Community Consultations:	No	\$17,241.00	17,241
1	1.3	Strengthen Volunteer Programs:	No	\$13,120.00	13,120
1	1.4	Feedback and Response System:	No	\$18,568.00	18,568
1	1.5	Family Resource Center	No	\$21,345.00	21,345
1	1.6	Community Engagement Initiative	No	\$27,034.00	27,034
2	2.1	Highly Qualified Teachers	No	\$97,747.00	78,887
2	2.2	District Facilities	Yes	\$2,220,464.00	2,276,466
2	2.3	Engaging Partners to Secure Funding	No	\$14,792.00	14,792
2	2.4	Employee Recognition Event	No Yes	\$13,120.00	13,120

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Develop and Implement a Dynamic Professional Development Plan:	No	\$232,286.00	204,434
3	3.2	Establish a Comprehensive Onboarding System:	No	\$92,171.00	78,164
3	3.3	District-wide use of Renaissance STAR assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	No	\$39,845.00	39,845
3	3.4	Professional Development: Multilingual Learner Support	No Yes	\$59,393.00	65,604
3	3.5	Professional Development: Math	Yes	\$176,466.00	174,905
3	3.6	Professional Development: Early Literacy	Yes	\$575,686.00	583,515
3	3.7	Dual Immersion Program	Yes	\$800,131.00	844,122
3	3.8	Early Childhood Education	No	\$396,340.00	407,711
3	3.9	Special Education and 504 Plan Services	No	\$15,670.00	15,670
3	3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	\$90,015.00	99,589
4	4.1	Develop and implement district-wide SEL Framework	Yes	\$45,182.00	44,171
4	4.2	Counseling Services	Yes	\$1,405,607.00	1,365,656

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Professional Development	No	\$104,956.00	100,049
4	4.4	Mending Matters	No	\$65,000.00	65,000
4	4.5	Transportation Services	Yes	\$2,118,390.00	2,737,902
5	5.1	Family Intake Meetings - Personalized Learning Plans	No	\$106,526.00	155,124
5	5.2	Family Workshops	No	\$12,120.00	12,120

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)
3,963,912	\$4,870,598.00	\$5,720,182.00	(\$849,584.00)	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)
2	2.2	District Facilities	Yes	\$729,991.00	765,157		
2	2.4	Employee Recognition Event	Yes	\$13,120.00	13,120		
3	3.4	Professional Development: Multilingual Learner Support	Yes	0	59,393		
3	3.5	Professional Development: Math	Yes	\$12,241.00	12,241		
3	3.6	Professional Development: Early Literacy	Yes	\$492,730.00	583,515		
3	3.7	Dual Immersion Program	Yes	\$800,131.00	844,122		
3	3.10	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	\$13,638.00	13,638		
4	4.1	Develop and implement district-wide SEL Framework	Yes	\$45,182.00	44,171		
4	4.2	Counseling Services	Yes	\$645,175.00	646,923		
4	4.5	Transportation Services	Yes	\$2,118,390.00	2,737,902		

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)
18,835,856	3,963,912	0	21.045%	\$5,720,182.00	0.000%	30.369%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #
<ul style="list-style-type: none"> • 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:

- 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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