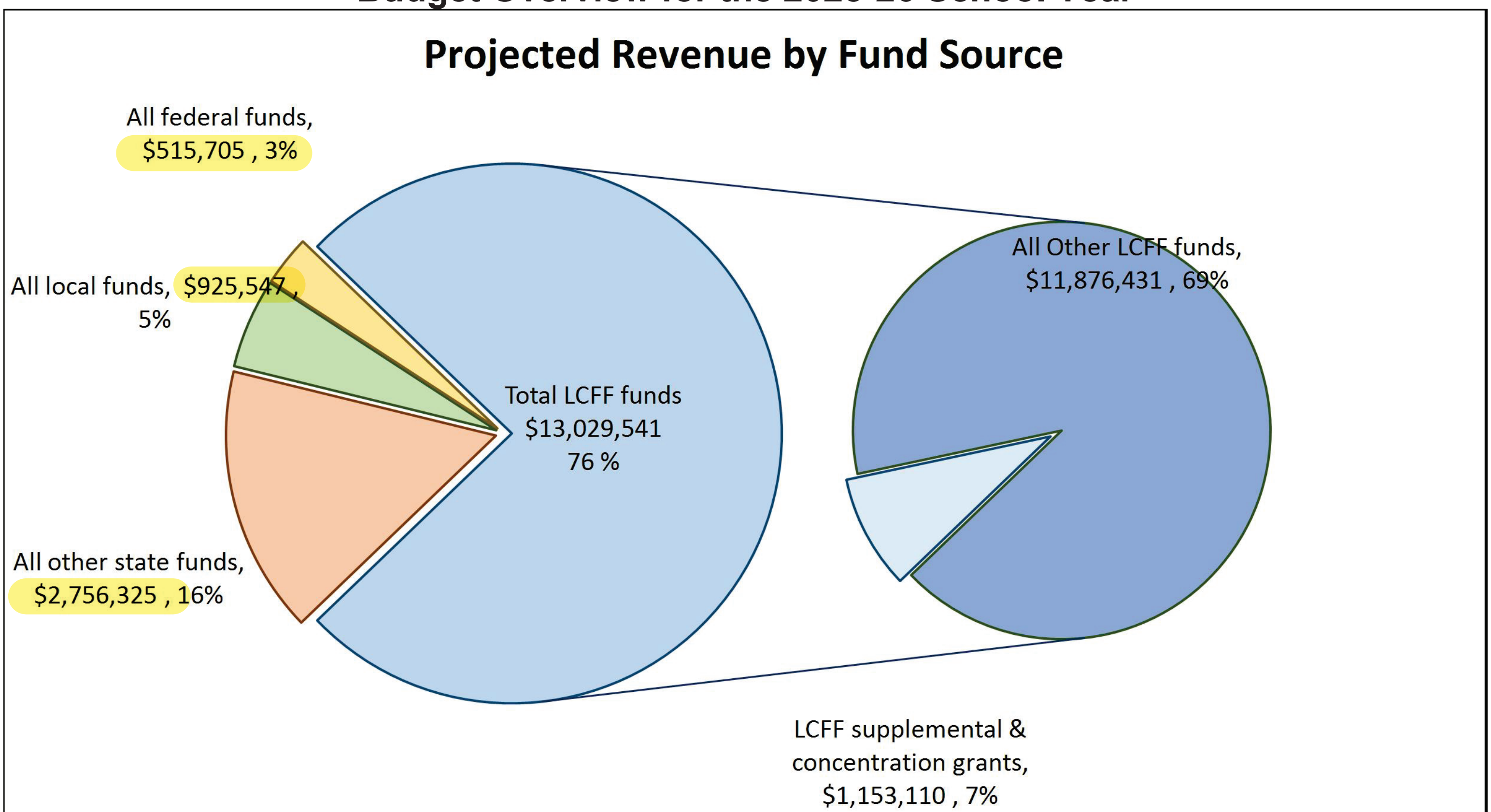
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McCabe Union Elementary School District
CDS Code: 13631806008593
School Year: 2025-26
LEA contact information:
Mary Kay Monson
Superintendent
mary.monson@muesd.net
760-335-5200

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

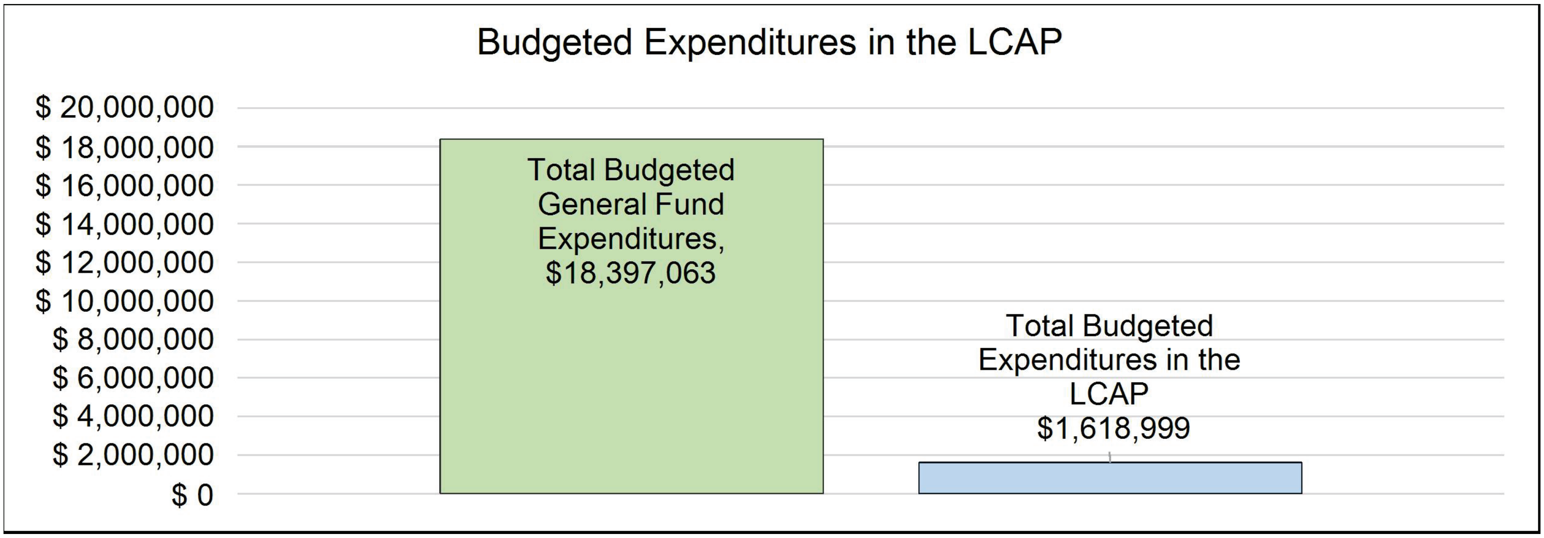


This chart shows the total general purpose revenue McCabe Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McCabe Union Elementary School District is $17,227,118, of which $13,029,541 is Local Control Funding Formula (LCFF), $2,756,325 is other state funds, $925,547 is local funds, and $515,705 is federal funds. Of the $13,029,541 in LCFF Funds, $1,153,110 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 McCabe Union Elementary 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: McCabe Union Elementary School District plans to spend $18,397,063 for the 2025-26 school year. Of that amount, $1,618,999 is tied to actions/services in the LCAP and $17,058,064 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

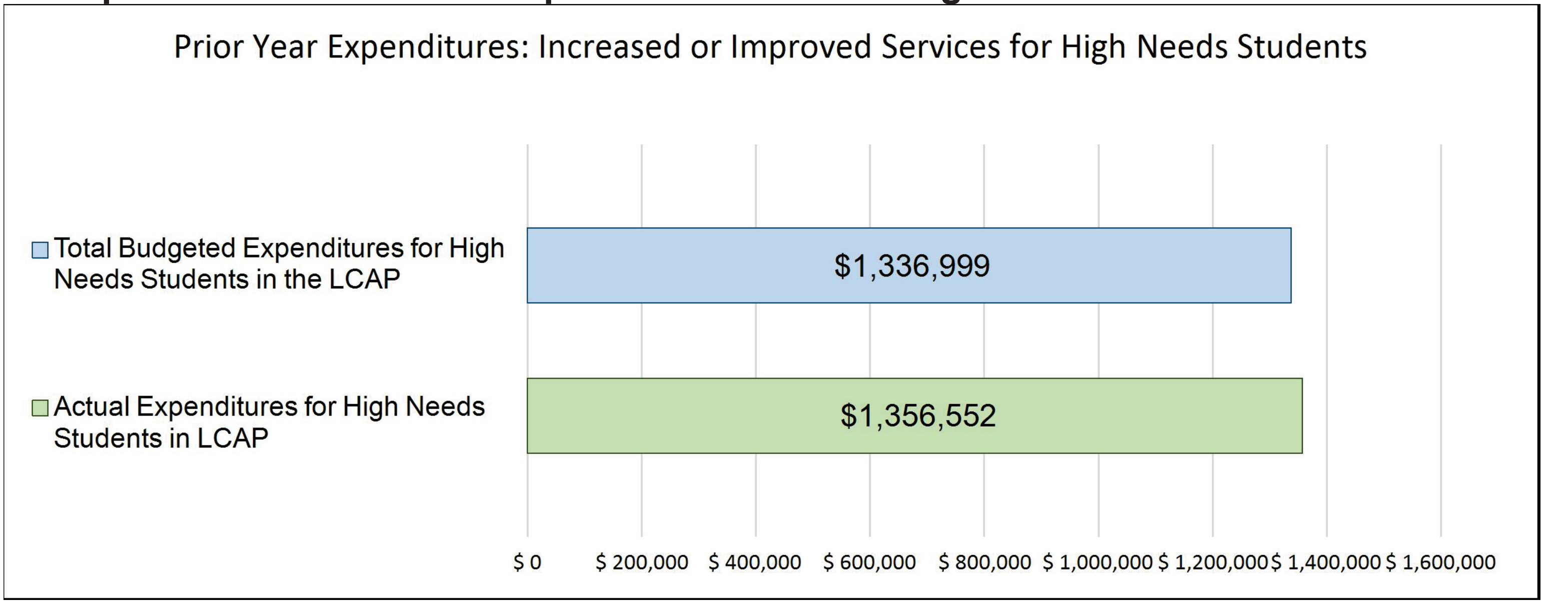
• Core and supplemental curriculum and materials • Employment of certificated and classified employees • English Language Development (ELD) and Special Education Services • Psychological, health and speech services • Technology devices and infrastructure • Extra-curricular student activities • School Nutrition Services • Stakeholder engagement and parent involvement • Operational Functions: Facilities, Maintenance and Operations and Transportation • Support Services: Educational and Business Services • Professional Development

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

In 2025-26, McCabe Union Elementary School District is projecting it will receive $1,153,110 based on the enrollment of foster youth, English learner, and low-income students. McCabe Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. McCabe Union Elementary School District plans to spend $1,618,999 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what McCabe Union Elementary 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 McCabe Union Elementary 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, McCabe Union Elementary School District's LCAP budgeted $$1,336,999 for planned actions to increase or improve services for high needs students. McCabe Union Elementary School District actually spent $1,356,552.24 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
McCabe Union Elementary School District	Mary Kay Monson Superintendent	mary.monson@muesd.net 760-335-5200

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 McCabe Union Elementary School District (MUESD) is a single school rural district located on the outskirts of El Centro in Imperial County, approximately 15 miles from the Mexican border. It is noteworthy that while MUESD is recognized by the state as a single school district, the community perception is that of two adjacent campuses. The original campus, McCabe, serves TK through 3rd grade students. In 2012 a new construction project expanded facilities that are recognized internally as the Corfman campus on which the 4th through 8th grade students are housed.

During the 2024-2025 school year, the district provided a comprehensive education to 1,109 students in grades Transitional Kindergarten through 8th Grade. The student population was 13% English learners (EL), 41% Socioeconomically Disadvantaged, 0% Foster Youth (FY), and 11.6% Students with Disabilities. The LCFF Unduplicated count was 48%.

The MUESD leads with a vision, mission, and core values to provide coherence and alignment throughout the district.

VISION
Our vision is to prepare students with academic and social skills, habits of mind, and character traits necessary to be responsible, productive citizens.

MISSION

Our mission is to be the model of educational excellence, innovation, and leadership. We are committed to working collectively with students, families, and the community. We are dedicated to providing a safe and conducive environment for learning.

CORE VALUES

INTEGRITY – We display ethical practice, respect, honesty, transparency, and accountability to our students, families, and our community.
ACHIEVEMENT – We maximize the academic, social, and emotional success of every student to ensure college and career readiness.

ACCOUNTABILITY– We value transparency and the ongoing review of data to create a culture of continuous improvement in a fiscally sustainable manner.

ENVIRONMENT – We maintain a safe, orderly, and attractive environment.

COMMUNITY– We balance traditions and innovation vital to student success through partnerships with families and all other educational partners.

In compliance with state legislation, which allows single school districts to use the Local Control and Accountability Plan (LCAP) as their School Plan for Student Achievement, the McCabe Union Elementary School District LCAP incorporates the necessary federal school planning components and relevant educational partners requirements to fulfill this objective.

Reflections: Annual Performance

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

2024 Reflection

The analysis of the 2024 California School Dashboard data for McCabe Union Elementary School District (MUESD) highlights critical performance trends across various student groups and indicators. The data reveals areas of concern, especially for specific student groups, and emphasizes the need for targeted actions in both academic achievement and student engagement.

ACADEMIC ACHIEVEMENT
In English Language Arts (ELA), the percentage of all students meeting or exceeding the state standard declined slightly. In 2024, 54.63% of students reached proficiency, compared to 57.07% in 2023. This 2.44 percentage point decrease indicates a need for renewed instructional focus, particularly in reading and writing. Similarly, in Math, performance improved modestly, with 47.54% of students meeting or exceeding the standard, a slight increase of 0.27 percentage points from the prior year.

Socioeconomically Disadvantaged students performed at the low performance level in both ELA and Math, signaling a pressing need for targeted support.

English Learners (ELs) showed some performance gaps, with only 21.06% of ELs meeting or exceeding standards in ELA and 21.25% in Math, placing both areas in the medium
performance level.

Students with Disabilities performed at a low performance level in both subjects, necessitating stronger intervention strategies.

Long-Term English Learners (LTELs) performed at the very low performance level, with their scores in ELA and Math among the lowest of any student group, highlighting the urgency for sustained support in both English Language Development (ELD) and integrated content instruction.

ENGLISH LEARNER PROGRESS
The English Learner Progress Indicator (ELPI) for MUESD showed a decline in 2023-24, with only 28.4% of ELs making progress. This indicates that both ELs and LTELs are at a very low performance level in terms of language development, which remains a significant concern. These results underline the need for focused interventions to address the unique language acquisition challenges faced by these groups.

CHRONIC ABSENTEEISM
MUESD's overall Chronic Absenteeism rate was 11.4%, showing a 5.4% decrease from the previous year. All groups saw a decline with the exception of LTELs. English Learners had a chronic absenteeism rate of 20.5% (3.7% decline), Socioeconomically Disadvantaged students had a rate of 15.6% (7.5% decline), Students with Disabilities had a rate of 18.1%. (2.1% decline), Long-Term English Learners (LTELs) showed an increase in absenteeism, with their rate rising by 1.2%. These figures indicate that targeted efforts are still required to address the barriers these groups face in attending school regularly.

Despite these challenges, MUESD has made significant progress in reducing chronic absenteeism across most groups. The district is no longer identified for Additional Targeted Support and Improvement based on the absenteeism of the Two or More Races student subgroup. This marks a positive shift from the impact of the COVID-19 pandemic, and the district continues to improve its systematic approach to monitor attendance, academic progress, and social-emotional needs of chronically absent students.

Summary of Key Findings from the 2024 Dashboard:
MUESD has identified performance gaps, particularly in ELA and Math, for Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

Student Groups with Lowest Performance Levels:
Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities have demonstrated low performance in both academic achievement and chronic absenteeism.

Long-Term English Learners (LTELs) have performed at the very low performance level, especially in ELA and Math. English Learners showed very low progress in language acquisition, as evidenced by the ELPI results.

Next Steps:
To address the identified needs, MUESD has outlined the following actions:

Implement targeted academic interventions for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities.

Enhance professional development for teachers on differentiated instruction and effective strategies for supporting Long-Term English Learners and students with disabilities.

Focus on improving English Learner Progress by providing additional resources for Designated English Language Development and more integrated instruction that supports both language acquisition and content learning.

Continue to monitor and reduce Chronic Absenteeism by reinforcing the importance of consistent attendance and addressing barriers for at-risk student groups.

The district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to support the implementation of Action 1.12 Expand MTSS Capacity Through Dedicated Intervention Staff. The need for an additional action focused on strengthening Multi-Tiered System of Supports (MTSS) is critical in addressing the academic and social-emotional needs of Long-Term English Learners (LTELs) as well as all students within the unduplicated student group."

This comprehensive approach will guide MUESD's efforts to improve student performance, close achievement gaps, and better support all students in the upcoming LCAP cycle.

2023 Reflection

The following reflection is based on the 2023 Dashboard results along with other state data and local measures. While the 2023 California Dashboard reports do not indicate any overall performance indicators in the Very Low-Performance category in the academic areas, the following areas need significant improvement based on the in-depth review of the data.

CHRONIC ABSENTEEISM
Chronic Absenteeism was last year's highest area of need for improvement. The overall Chronic Absenteeism rate for the district had 10.4% decline from 27.2% in 2022 to 16.8% this year. All groups had significant decline in their chronically absenteeism rate. The groups with highest rates are English Learners with 24.2%, Socioeconomically Disadvantaged with 23.1%, Students with Disabilities with 20.3%, and Two or More Races with 23.5%. The school district is no longer being identified as meeting the criteria for Additional Targeted Support and Improvement for its rating of the student subgroup for Two or More Races. This is a positive sign of the school district beginning to reverse the trend of Chronic Absenteeism that began with the impact of the COVID-19 pandemic. This year the district has implemented a systematic

approach to monitor the attendance, academic progress, and social-emotional learning needs of chronically absent students and it looks forwards to continue improving in this area.

ACADEMIC ACHIEVEMENT SWD
Although performance levels for ELA and Math are better than the state averages for Students with Disabilities and it improved in ELA by 7.2 points and in Math by 5.8 points, the district will target this subgroup based on its Low Performance Level on the 2023 California Dashboard. This subgroup performed 54.4 below standard in ELA and 82.8 below standard in Math.

ACADEMIC ACHIEVEMENT- ELA STUDENT GROUPS
Although the performance level for ALL STUDENTS is High, the STUDENT GROUPS of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities scored below standard.

Reflections: Technical Assistance

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

MUESD is currently receiving Differentiated Assistance (DA), as required by the California Education Code (EC) Sections 47607.3, 52071, 52071.5, 52072, and 52072.5. This assistance is focused on addressing identified needs in Priority 4 (Pupil Achievement) and Priority 6 (School Climate), specifically related to Long-Term English Learners (LTELs).

MUESD's eligibility for Differentiated Assistance is based on the following priorities, as outlined in the California School Dashboard:

Priority 4 (Pupil Achievement): Long-Term English Learners (LTELs) have demonstrated a very low performance in the English Learner Progress, English Language Arts (ELA) and Math, contributing to the need for technical assistance.

Priority 6 (School Climate): LTELs also show challenges in School Climate. LTELs have demonstrated a very low performance on the Suspension Rate.

MUESD has been working closely with the Imperial County Office of Education (ICOE) as part of the technical assistance provided under Differentiated Assistance. Our work is focused on a series of targeted actions to address the needs of LTELs and improve both academic achievement and school climate. Key activities currently underway include:

Comprehensive Needs Assessment:
We are conducting a thorough needs assessment to identify specific areas of improvement, particularly in the academic achievement of LTELs in ELA and Math, as well as addressing their school climate needs related to absenteeism. This assessment will guide the development of tailored interventions and strategies for improving outcomes for LTELs and other affected student groups.

Alignment with the LCAP:

A key focus is ensuring that the technical assistance efforts are fully aligned with MUESD's Local Control and Accountability Plan (LCAP). This ensures cohesion in our strategies, making sure that actions to support LTELs align with the goals and metrics already set in the LCAP. In addition, it will also help track the effectiveness of the interventions and strategies over time, as the actions related to LTELs are built into the district's LCAP goals.

Building on Existing Strengths:
We are focusing on leveraging the district's existing strengths to address the identified needs. This includes utilizing current staff expertise in English Language Development (ELD) and targeted academic interventions, as well as existing programs that have shown success in improving student engagement and academic achievement.

Additionally, we will focus on strengthening family engagement and community support, which are crucial for improving school climate and reducing the suspension rate among LTELs.

The work underway as part of receiving Differentiated Assistance from ICOE is vital for addressing the persistent challenges faced by Long-Term English Learners (LTELs) in both Pupil Achievement and School Climate. By conducting a comprehensive needs assessment, ensuring alignment with the LCAP, and building on existing district strengths, MUESD is taking targeted steps to improve outcomes for this student group. This collaborative effort is expected to result in a more cohesive strategy to improve both the academic and socio-emotional well-being of our LTELs, helping them succeed in the classroom and beyond.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 Classified Staff Principals Other Administrators Other School Personnel Students Parents SSC ELAC SELPA Local Bargaining Units -MTA -CSEA	The ongoing, annual process of educational partner engagement is the most essential aspect of MUESD's LCAP development process because it helps build trusting relationships, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. Educational partner engagement activities support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. The engagement process for the LCAP was developed with meetings held with each of the Educational Partner groups. Meetings included presenting the budget, state and local data, and reviewing the metrics, goals, and actions. All educational partners were provided with the opportunity for input during meetings held with each group, they were provided with a survey to provide additional input and had the opportunity for public comments during public hearings and school board presentations. Input and data collected were compiled and reviewed to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services. The district consulted with the following educational partners as part of the LCAP development process: FOSTER YOUTH CONSULTATION – April 30, 2025, March 25, 2024

Educational Partner(s)	Process for Engagement
	Meeting with Ms. Kristina Contreras, Foster Youth Service Manager for Imperial County Office of Education to discuss Imperial County's Foster Youth and best practices. Consultation included the following panel: Alex Cardenas, Executive Director of CASA, Court Appointed Special Advocates; Yessenia Partida, Foster Youth Program Manager for IVROP, Monica Navarro, Social Worker Supervisor for the Department for Social Services, Betty Jo McNeece, Lisa Solomon, Foster Parent, Brenda Vera, Program Manager for the Department of Social Services, Joshua Lopez, Director of Student Housing and Equity for Imperial Valley College. The participants reviewed the 8 goal areas for the implementation of successful foster youth education programs: 1) School Stability, 2) Immediate Enrollment, 3) School Placement in the Least Restrictive Environment, 4) Academic Supports and Counseling, 5) High School Needs, 6) Information Sharing & Data Infrastructure, 7) Coordination of Social-Emotional Supports, 8) Early Intervention & Prevention for Children Ages 0-4. SELPA CONSULTATION – March 28, 2025, Apri 18, 2024 Meeting with Christina Zavala, SELPA's Senior Director, to engage in a discussion around the current needs of Students with Disabilities within our County and how that impacts the LCAP Development. Participants explored connections between LCAP Priorities and services for students with exceptional needs; shared connections between the State Performance Plan Indicators, LCAP Priorities, the Special Education State Performance Indicators & the EL Roadmap as we consider the diverse needs of English Learners with disabilities; reviewed LEA and SELPA Collaboration and Learning Activities; and discussed LCAP considerations for increasing meaningful engagement of Educational Partnerships with parents and guardians and those who serve students with disabilities. LCAP ADVISORY PARTNERS Teachers, MTA: April 9, 2025, April 17, 2024 Classified, CSEA: April 28, 2025, April 17, 2024 Administrators: April 14, 2025, April 18, 2024

Educational Partner(s)	Process for Engagement
	Students: April 28, 2025, May 2, 2024 The LCAP advisory partners included parents, community members, local bargaining unit members, principals, teachers, and district office staff representing all departments. The purpose of the ongoing meetings with students, staff, parents, and the community is to support the educational partner engagement process, review data to identify strengths and weaknesses, and provide recommendations regarding how to address identified needs. DISTRICT SSC ADVISORY COMMITTEE (Oct. 10, 2024, Jan. 23, 2025, March 13, 2025, and May 14, 2025) and (Oct. 11, 2023, Jan. 10, 2024, March 13, 2024, and May 22, 2024): Members of this committee include parent representatives from each site, and all parents districtwide are invited and encouraged to participate including site administrators, teacher leaders, and district staff. LCAP presentations are conducted during which participants have opportunities to ask questions, discuss areas of strength, and provide ideas for improvement. Student performance data, LCAP educational partners' input results, and recommended changes to the LCAP are shared and discussed. The trends from the educational partners' input and the influence that the input had on the LCAP were shared for review and comment during the meeting held on May 14, 2025. DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (Oct. 10, 2024, Jan. 23, 2025, March 13, 2025, and May 14, 2025) and (Oct. 11, 2023, Jan. 10, 2024, March 13, 2024, and May 22, 2024): The District English Learner Parent Advisory Committee advises the Board of Education regarding programs and services for English Learners, the district's needs assessment for English Learners, the annual language census, reclassification criteria, and the LCAP. This committee discusses strengths and ideas for improvement. Student performance data, LCAP educational partners' input results, and recommended changes to the LCAP are shared and discussed. The trends from the educational partners' input and the influence that the input had on the LCAP were shared for review and comment during

Educational Partner(s)	Process for Engagement
	the meeting held on May 14, 2025. Spanish translations are available for all DELAC meetings. LCAP EDUCATIONAL PARTNER SURVEYS (April 2025) and (April 2024): LCAP surveys were distributed to all educational partners, including students, MTA bargaining members. CSEA Members, additional staff members including principals, and families/community members. EDUCATIONAL PARTNER REVIEW AND COMMENT (June 6, 2025) and (June 11, 2024): The LCAP draft will be posted on the district website to provide an opportunity to submit questions and comments. This is communicated to parents through Parent Square district communication. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students. PUBLIC HEARING (June 9, 2025) and (June 11, 2024): An LCAP Public Hearing is held to solicit recommendations from the public including educational partner opportunities to submit written comments regarding proposed actions and expenditures. BOARD OF EDUCATION (June 16, 2025) and (June 18, 2024): The Board of Education is provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. The staff shares accomplishments, educational partner input results, LCAP committee recommendations, and proposed goals and actions/services. A public hearing (June 9th) provides educational partners the opportunity to review the final draft of the LCAP. The LCAP will be presented to the Board of Education on June 16 and will be submitted to the Imperial County Office of Education after it's adopted.

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

LCAP goals, actions, and services were shaped by key themes that emerged from educational partner engagement activities and the specific feedback collected through surveys, meetings, and forums. MUESD remains committed to allocating the appropriate funding and staff to support district goals in these identified areas of need.

Educational partner feedback emphasized several priorities to improve student learning, including increased access to enrichment classes and electives, targeted academic support, and expanded social-emotional learning opportunities. New survey input also highlighted the value of after-school tutoring and implementing Saturday School as a strategy to support students in making up absences, both academically and in terms of attendance accountability. Additionally, a need for expanded training for teachers—particularly in scaffolding strategies for English Learners and Students with Disabilities—was clearly identified.

Career exploration opportunities and increased alignment with CTE (Career Technical Education) pathways at the high school level continue to be a priority, along with increased professional development to support effective instructional practices, project-based learning, and technology integration.

In the area of school climate and safety, educational partners expressed the need for professional development focused on restorative practices and behavior management. There was also a strong recommendation to increase campus security staff to enhance student safety. A specific suggestion from the surveys was the implementation of a student awareness campaign on the severity of school threats. In collaboration with the Imperial County Sherriff Department will bring forth the "School Threat is a Crime: Report It, Don’t Repost It” campaign—to promote responsible and proactive safety measures among students.

GOAL 1 – Academic Achievement:
The district will continue its focus on ensuring that all students meet academic standards. Professional development for teachers and instructional support staff will remain a cornerstone of this goal, particularly with an emphasis on English Learners and Students with Disabilities. New efforts will include training in scaffolding strategies to improve EL student outcomes and extending after-school tutoring options to provide additional academic support. Saturday School will also continue as a way to improve student attendance while reinforcing instruction. Educational partners have expressed consistent support for extended learning and access to high-interest electives, especially those aligned to CTE pathways.

GOAL 2 – School Climate:
MUESD will enhance its campus programs and educational presentations to build student knowledge and emotional resilience, fostering a greater sense of safety and belonging. Programs such as Suite 360, The Leader in Me, and PeaceBuilder will continue to support a district-wide focus on social-emotional learning and positive behavior reinforcement. The Leader in Me program will maintain its emphasis on student leadership through the 7 Habits of Happy Kids. A multi-tiered system of support will be further developed to address chronic absenteeism and improve overall attendance. As part of these efforts, the district will launch the "School Threat is a Crime: Report It, Don’t Repost It" campaign to promote a safe and proactive school environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The McCabe Union Elementary School District developed this goal recognizing the importance of addressing the academic needs of all student demographic groups including English Learners, Students with Disabilities, Foster Youth, Low Income and Homeless Youth. CA School Dashboard data for the McCabe Union Elementary School District indicate achievement gaps for these student groups in comparison to the performance of All Students. Educational partners' input identifies Academic Supports for Students as the factor having the greatest impact on improving student learning.

The existing achievement gaps will be addressed through strategic actions implemented equitably to alleviate barriers to success. To ensure that students do well academically and increase college and career readiness, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the CA Content Standards; academic interventions and resources that address the learning gaps.

The actions and metrics of this goal are focused on monitoring and promoting:

- high-quality academic programs that meet the needs of every student and accelerate the closing of the achievement gap (actions 1.4, 1.7, 1.8, 1.9, 1.10);
- academic intervention opportunities, and enrichment and advanced opportunities according to student needs (actions 1.2, 1.3, 1.5);
- professional development opportunities for employees based on a shared framework for student achievement (actions 1.1, 1.6, 1.11).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 4: Pupil Achievement CAASPP ELA Scale score points distance from standard Data Source: 2023 Dashboard	CA Dashboard 2023 • All: 12.3 points above • SED: 9 points below • EL: 21.5 points below • LTEL: 92.7 points below • SWD: 54.4 points below • Foster: TBD in Yr 1 with 2024 Dashboard	CA Dashboard 2024 • All: 8.4points above • SED: 6.9 points below • EL: 13.3 points below • LTEL: 92.7 points below • SWD: 64.9 points below • Foster: No Performa nce		CA Dashboard 2026 • All: 20 points above • SED: 1 point above • EL: 10 points below • LTEL: 82 points below • SWD: 25 points below • Foster: TBD after baseline	Year 1 • All: -3.9 points • SED: +2.1 points • EL: +8.2 points • LTEL: No Change • SWD: -10.5 points • Foster: No Performa nce
1.2	State Priority 4: Pupil Achievement CAASPP Math Scale score points distance from standard Data Source: 2023 Dashboard	CA Dashboard 2023 • All: 8.7 points below • SED: 33.8 points below • EL: 32.4 points below • LTEL: 149.8 points below • SWD: 82.8 points below	CA Dashboard 2024 • All: 9.9 points below • SED: 26 points below • EL: 29.3 points below		CA Dashboard 2026 • All: At standard • SED: 15 points below • EL: 15 points below	Year 1 • All: -1.2 points • SED: +7.8 points • EL: +3.1 points • LTEL: No Change • SWD: -9.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Foster: TBD in Yr 1 with 2024 Dashboard	• LTEL:149.8 points below • SWD: 91.9 points below • Foster: No Performance		• LTEL:139 points below • SWD: 40 points below • Foster: TBD after baseline	• Foster: No Performance
1.3	State Priority 4: Pupil Achievement Statewide Assessments CAASPP ELA CAASPP Math CAST % Met/Exceeded Data Source: 2023 CAASPP	2022-2023 ELA • All: 57.07% • SED: 45.80 % • EL: 17.05 % • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 26.09% • Foster: TBD in Yr 1 with 2024 Dashboard 2022-2023 Math • All: 47.27% • SED: 33.34% • EL: 17.58% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 17.39% • Foster: TBD in Yr 1 with 2024 Dashboard 2022-2023 CAST • All: 32.12%	2023-2024 ELA • All: 54.63% • SED: 48.33 % • EL: 21.06 % • LTEL: 13.33% • SWD: 18.75% • Foster: No Data 2023-2024 Math • All: 47.54% • SED: 40.05% • EL: 21.25% • LTEL: 6.67% • SWD: 17.39%		2025-2026 ELA • All: 67% • SED: 58% • EL: 27% • LTEL: 27% • SWD: 32% • Foster: TBD after baseline 2025-2026 Math • All: 58% • SED: 38% • EL: 22% • LTEL: 22% • SWD: 23% • Foster: TBD after baseline 2025-2026 CAST • All: 47%	Year 1 ELA • All: -2.44% • SED: +2.53% • EL: +4.01 % • LTEL: No Change • SWD: -7.34% • Foster: No Data Math • All: +0.27% • SED: +6.71% • EL: +3.67% • LTEL: No Change • SWD: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 21.85% • EL: 5.88% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 8% • Foster: TBD in Yr 1 with 2024 Dashboard	• Foster: No Data 2023-2024 CAST • All: 46.42% • SED: 35.39% • EL: 0% • LTEL: N/A • SWD: 25% • Foster: No Data		• SED: 37% • EL: 19% • LTEL: 19% • SWD: 17% • Foster: TBD after baseline	• Foster: No Data CAST • All: +14.3% • SED: +13.54% • EL: - 5.88% • LTEL: No Change • SWD: +17% • Foster: No Data
1.4	State Priority 4: Pupil Achievement District Benchmark Assessments ELA (Reading) and Math Data Source: 2023-2024 CAASPP Interim Comprehensive Assessments (ICAs)	2023-2024 ICA CAASPP Beginning of the Year to Mid-Year ELA Increase Met/Exceeded by 15% Math Increase Met/Exceeded by 23%	2024-2025 ICA CAASPP Beginning of the Year to Mid-Year ELA increase Met/Exceeded by 12% Math Increased to 16% Met/Exceeded		2026-2027 ICA CAASPP Beginning of the Year to Mid-Year ELA increased Met/Exceeded by 20% Math Increased Met/Exceeded by 20%	Year 1 ICA CAASPP ELA Met/Exceeded -3% Math Met/Exceeded -7%
1.5	State Priority 4: Pupil Achievement English Learner Proficiency	2023 Dashboard ELPI - 49.6% 2023 ELPAC Summative - 23.39%	2024 Dashboard ELPI 28.4% 2024 ELPAC Summative 13.46%		2026 Dashboard ELPI - 55% 2026 ELPAC Summative 28%	Year 1 -21.0% Summative ELPAC -9.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELPI = % of English Learners making progress towards English Language Proficiency ELPAC Summative = % of English Learners meeting Proficiency Data Source: 2023 Dashboard ELPI					
1.6	State Priority 4: Pupil Achievement English Proficiency based on ELPAC 3-Year Trend Reclassification Counts and Rate Data Source: 2022-2023 DataQuest	2022-2023 Students Redesignated FEP Rate: 26.54%	2023-2024 Students Redesignated FEP Rate: 34.17%		2025-2026 Students Redesignated FEP Rate: 31%	Year 1 Redesignated FEP Rate: +7.63%
1.7	State Priority 1: Basic Needs Teacher Credentials % of Teachers with Full Credentials % of Teachers teaching outside the subject area of competence	2023-2024 92% of Teachers with Full Credentials 0% of Teachers teaching outside the subject area of competence	2024-2025 94% of Teachers with Full Credentials 0% of Teachers teaching outside the subject area of competence		2025-2026 95% of Teachers with Full Credentials 0% of Teachers teaching outside subject area of competence	Year 1 Teachers with Full Credentials +2% Teachers teaching outside subject area of competence: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: District HR Records					
1.8	State Priority 1: Basic Needs Sufficiency of Instructional Materials % of Students having Sufficient Access to Standards Aligned Materials Data Source: Dashboard Local Indicator Self-Reflection Tool	2023 CA Dashboard Reflection Tool Rating 100% of students have sufficient access to Standards aligned materials.	2024 CA Dashboard Reflection Tool Rating 100% of students have sufficient access to Standards aligned materials.		2026 CA Dashboard Reflection Tool Rating Maintain 100% of Students having Sufficient Access to Standards aligned materials.	Year 1 Reflection Tool Rating No Change
1.9	State Priority 2: Implementation of State Standards Data Source: Implementation of State Standards Self-Reflection Tool (CA Dashboard Local Indicators-Priority 2) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Implementation of State Standards Self-Reflection Tool (Local Indicators- Priority 2) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability:	2024 CA Dashboard Reflection Tool Rating Standards Met The 2024-2025 Implementation of State Standards Self-Reflection Tool (Local Indicators- Priority 2) indicated the following 3 areas below a score of 5-		2026 CA Dashboard Reflection Tool Rating The Implementation of State Standards Self-Reflection Tool (Local Indicators-Priority 2) will be completed, measured and reported to educational	Year 1 Reflection Tool Rating No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of State Standards Survey. Rating Scale (lowest to highest): 1 - Exploration and Research 2- Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Career Technical Education Health Education World Language	Full Implementation and Sustainability: Career Technical Education Health Education World Language		partners on an annual basis. (Standards Met Local Indicator) The district's goal is to reach Full Implementation and Sustainability (5) in all areas.	
1.10	State Priority 3: Parental Involvement Data Source: Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the parent survey. Rating Scale (lowest to highest): 1 - Exploration and Research 2- Beginning Development 3 - Initial Implementation	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability: Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Implementing policies and programs for	2024 CA Dashboard Reflection Tool Rating Standards Met The 2024-2025 Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) indicated the following 2 areas below a score of 5-Full Implementation and Sustainability: Implementing policies and programs for		2026 CA Dashboard Reflection Tool Rating The Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator) The district's goal is to reach Full Implementation	Year 1 Reflection Tool Rating +1 area with 5-Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4 - Full Implementation 5 - Full Implementation and Sustainability	teachers to meet with families and students to discuss student progress and ways to support improved student outcomes. Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	teachers to meet with families and students to discuss student progress and ways to support improved student outcomes. Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.		and Sustainability (5) in all areas.	
1.11	State Priority 7: Access to Broad Course of Study Data Source: Access to a Broad Course of Study Self-Reflection Tool (CA Dashboard Local Indicators-Priority 7)	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Access to a Broad Course of Study Self-Reflection Tool (Local Indicators-Priority 7) identified the following need: Access to Foreign Language	2024 CA Dashboard Reflection Tool Rating Standards Met The 2024-2025 Access to a Broad Course of Study Self-Reflection Tool (Local Indicators- Priority 7) identified the following need:		2026 CA Dashboard Reflection Tool Rating The Access to Broad Course of Study Self-Reflection Tool (Local Indicators-Priority 7) will be completed, measured and reported to educational	Year 1 Reflection Tool Rating No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Access to Foreign Language		partners on an annual basis. (Standards Met Local Indicator) The district's goal is to provide access to Foreign Language	

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.

MUESD successfully implemented the majority of planned actions under Goal 1, with a clear and consistent focus on addressing the needs of unduplicated pupils, English Learners (ELs), low-income students, and foster youth in alignment with Local Control Funding Formula (LCFF) priorities.

Key Actions Implemented:
High-Quality Instruction and Intervention Support
Instructional Assistants and an Intervention Teacher provided targeted small-group instruction and EL-specific pull-out support. These efforts addressed academic needs through additional instructional time and differentiated strategies tailored to unduplicated students.

Tutoring for English Learners and Long-Term English Learners (LTELs)
The district adopted Littera, an online tutoring platform, replacing traditional after-school tutoring. This shift enabled more focused, data-driven intervention for ELs during designated ELD blocks and after school, accelerating both language acquisition and academic progress.

1.1 Professional Development (Partially Implemented)
Teachers participated in math professional development emphasizing embedded supports for ELs and struggling students. Based on staff feedback, effective pre-pandemic strategies such as academic language frames, graphic organizers, posted objectives, and the RACE writing strategy were reinstated districtwide. These tools enhanced access to rigorous content and academic language for ELs and low-income students.
Success: Districtwide reinstatement of evidence-based strategies.
Challenge: Need for professional development in the Multi-Tiered System of Supports (MTSS) for full implementation of tiered interventions.

1.2 Intervention Support – Paraprofessionals (Fully Implemented)
Instructional aides supported small groups both during the school day and after school, including acting as facilitators for the Littera program.
Success: Increased access to differentiated instruction for unduplicated students.

1.3 Intervention and Enrichment Opportunities (Partially Implemented)
Select grade levels and the ELO-P program provided after-school tutoring targeting at-risk students and ELs.
Success: Provided targeted academic support beyond the school day.
Challenge: Limited certificated staffing for after-school tutoring.

1.4 – Parent/Family Involvement (Fully Implemented)
The Counseling Department facilitated parent engagement nights focused on mental health, bullying prevention, and the PULSE (Parent University Leading Students to Excellence) initiative. Additional efforts to engage families included parent-teacher conferences, Back-to-School Night, Open House, and consistent communication via ParentSquare. Comprehensive engagement efforts were fully implemented to support stronger partnerships between families and schools. These initiatives focused on enhancing parent understanding of student well-being, academic expectations, and available support services. While academic outcomes are not directly tied to this action, increased parent-school connection and trust were evident through qualitative feedback and participant engagement. However, some parent engagement events experienced low attendance, highlighting a need to re-evaluate outreach strategies, scheduling, and format in order to better meet families' needs and increase participation. Continued reflection and adjustment will help ensure that opportunities for involvement are accessible and meaningful for all families.
Success: Implementation of programs such as PULSE and mental health sessions strengthened relationships between families and schools, contributing to a more supportive school climate.
Challenge: Limited attendance at certain events underscored the need for more targeted and inclusive engagement approaches to reach a broader cross-section of families.

1.5 Support for ELs and ELPAC Implementation (Fully Implemented)
Daily designated and integrated ELD instruction was provided by credentialed teachers. Staff involved in ELPAC assessments received specialized training, and ELs were prioritized for optimal testing conditions.

1.6 Teacher Credentialing and Support (Fully Implemented)
New hires and teachers in the induction program received ongoing mentorship and support throughout the year to ensure all student needs were addressed effectively.

1.7 Access to Standards-Aligned Curriculum and Technology (Fully Implemented)
Unduplicated students received supplemental digital curriculum and access to devices, supporting personalized learning and timely feedback.

1.8 Supplemental Instructional Materials and Licenses (Fully Implemented)
The i-Ready platform was implemented schoolwide, providing differentiated instruction in reading and math based on diagnostic assessments.

1.9 Expanded College and Career Readiness Opportunities (Partially Implemented)
Junior high students, including ELs and low-income students, engaged in hands-on learning in career pathways such as agriculture, health, and finance. Programs like Junior Achievement's Finance Park and Realityworks promoted employability and financial literacy.
Success: Engagement increased through real-world learning connections.
Challenge: Not all intended Realityworks kits and or programs were fully launched.

1.10 Supplemental Instructional Programs (Fully Implemented)
Career exploration kits (Realityworks) were used in junior high, and students participated in a countywide math competition. A districtwide K–8 Career Day engaged families and professionals from the community to present career pathways to students.

1.11 Language Acquisition and Support for English Learners (Partially Implemented)
Frontloading strategies including graphic organizers, academic language frames, and familiar content were used districtwide. ELs also benefited from targeted pull-out support, after-school tutoring, and focused ELPAC preparation.
Success: Language development strategies increased EL engagement and access to core instruction.
Challenge: Full implementation of strategies was inconsistent due to varying teacher experience with ELD pedagogy.

Challenges and Substantive Differences from Planned Actions
Action 1.3 and 1.11: The transition from site-based, teacher-led tutoring to the Littera online platform marked a significant shift. However, its data-informed and individualized approach proved effective in meeting the needs of ELs and LTELs.

Persistent post-pandemic academic gaps, particularly among unduplicated students, posed ongoing challenges. In response, the district reintroduced high-leverage instructional strategies and expanded professional development focused on student engagement and language scaffolding.

Action 1.1, 1.2, 1.3, 1.5, 1.11: One of the ongoing challenges in our professional development efforts has been ensuring staff are equipped to effectively support all students through a coherent Multi-Tiered System of Supports (MTSS). While some progress has been made in implementing tiered interventions, inconsistent staff understanding and implementation across sites highlight a significant need for targeted MTSS training. This gap impacts our ability to provide timely academic, behavioral, and social-emotional interventions particularly for our unduplicated students and those not meeting grade-level standards. Increasing capacity through professional learning on MTSS frameworks, data-driven decision-making, and differentiated supports is a key area of growth. This need has emerged through stakeholder feedback, site-level implementation reviews, and analysis of student outcome data.

Action 1.4: Additionally, limited parent engagement at some family involvement events presented a barrier to fully realizing the impact of our outreach efforts. Despite strong implementation of initiatives such as PULSE and mental health workshops, attendance at several events was low. This highlights the need to reevaluate communication methods, scheduling, and accessibility to ensure events are responsive to family needs and constraints. Increasing meaningful and consistent parent participation remains a priority to strengthen school-home partnerships and student outcomes.

Successes

High levels of student participation in CTE pathways and career exploration activities increased engagement, especially for low-income students and ELs who benefit from real-world learning connections.

The district's responsiveness to staff feedback led to the effective reimplementation of evidence-based instructional strategies, demonstrating a strong culture of continuous improvement and equity.

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

Action 1.1 - Professional development was implemented for staff to attend various learning opportunities related to the California State Standards in ELA, Math, History/Social Science, CTE, and Computer Science. However, the total cost was not needed due to additional funding sources for professional development.

Action 1.2 - Intervention Support was successful, but instructional aides salaries were higher than budgeted.

Action 1.3 - Intervention and enrichment opportunities were made available for students, with priority given to targeted students with identified achievement gaps. This action was implemented as planned; however, the total cost was lower than anticipated.

Action 1.4 - Parent/Family engagement was implemented successfully, and the services and supplies purchased for this action cost less than expected. The professional development offered to parents effectively engaged our families.

Action 1.5 - Intervention teachers and support staff salaries for direct student instruction were lower than anticipated due to changing personnel.

Action 1.6 - Teacher Credentialing with induction program was successful, but higher than anticipated.

Action 1.7 - Technology was much higher, since previous years we utilized one time funds.

Action 1.8 - Supplemental Instructional Materials & Licenses was much higher than anticipated due to curriculum renewal.

Action 1.9 - College and Career Readiness we participated in math and science competitions and purchase materials for our CTE class, however we were able to use strong workforce dollars to implement this which is why our costs are lower than anticipated.

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

Overall, actions related to Goal 1 have demonstrated moderate effectiveness in advancing academic achievement and promoting College and Career Readiness, particularly for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. However, some student groups, such as Long-Term English Learners (LTELs) and Students with Disabilities (SWD), showed limited or no measurable improvement. The implementation status of each action, along with its associated impact on performance metrics, is summarized below:

Action 1.1 – Professional Development (Partially Implemented):
Teachers received math training with an emphasis on supports for ELs and struggling students. The reinstatement of Frontloading strategies (e.g., RACE, academic language frames, graphic organizers, familiar content) improved instructional access, contributing to a +4.01% gain in ELA for ELs and +3.67% in Math. Partial implementation limited its full potential as the need for more professional development on tiered interventions and is considered minimally effective.

Action 1.2 – Intervention Support: Paraprofessionals (Fully Implemented):
Instructional aides provided in-school and after-school support, including Littera facilitation. This action supported subgroup growth, particularly SED students (+6.71% Math; +2.53% ELA), and is considered effective.

Action 1.3 – Intervention and Enrichment Opportunities (Partially Implemented):
After-school tutoring was available to limited grade levels and through ELO-P for this school year. Results for 2025 Summative ELPAC will determine if this action had an impact.

Action 1.4 – Parent/Family Involvement (Fully Implemented):
Comprehensive engagement efforts, including PULSE and mental health sessions, were fully implemented. While academic outcomes are not directly tied to this action, it positively impacted parent-school connection and is qualitatively effective. Additionally, ongoing teacher-parent communication is critical to keeping families informed of their child’s academic and behavioral progress. Strengthening this communication helps build trust, encourages parent involvement, and supports student success both at home and in the classroom and is considered effective.

Action 1.5 – Support for ELs and ELPAC Implementation (Partially Implemented):
Consistent designated/integrated ELD was provided, and staff were trained in ELPAC administration. Despite academic gains in ELA and Math, ELs declined by -5.88% on the CAST, suggesting the need to better align ELD instruction with science content. This action was considered effective as it continues to show promising gains.

Action 1.6 – Teacher Credentialing and Support (Fully Implemented):
Mentorship and support for new teachers ensured instructional continuity. ELs growth on ELA CAASPP (+4.01%) and Math (+3.67%), along with SWD growth on CAST (+17%) may reflect improvements in teacher support systems. This action is considered effective.

Action 1.7 – Access to Standards-Aligned Curriculum and Technology (Fully Implemented):
Supplemental digital curriculum and devices were made available to unduplicated students. Gains in ELA and Math among ELs and SED students suggest this action was effective in supporting personalized learning.

Action 1.8 – Supplemental Instructional Materials and Licenses (Fully Implemented):
The i-Ready platform was used districtwide for differentiated instruction. The tool’s alignment with academic needs supports its classification as highly effective.

Action 1.9 – Expanded College and Career Readiness Opportunities (Partially Implemented):
Career pathway experiences were introduced in junior high, but limited implementation restricted broader impact. Additional expansion and tracking are needed to determine long-term effectiveness. This action was considered minimally effective as the district continues to fully implement CTE.

Action 1.10 – Supplemental Instructional Programs (Fully Implemented):
Career exploration kits and events like Career Day offered real-world connections. Full implementation and student engagement suggest this action effectively promotes College and Career Readiness. In addition, the district continues to make progress in meeting the diverse needs of all student groups through targeted services and enrichment opportunities. Notably, the Gifted and Talented Education (GATE) program has expanded its reach, providing differentiated instruction and enrichment to students identified as gifted through a comprehensive identification process. This includes multiple measures such as the Raven's Progressive Matrices assessment, teacher and parent input, and performance on the CAASPP assessments. GATE students are engaging in project-based learning experiences that promote higher-order thinking, creativity, and academic rigor aligned with state standards. These opportunities are designed to challenge advanced learners and foster critical thinking, collaboration, and innovation across content areas. The integration of GATE into the broader instructional program reflects the district's commitment to equity and excellence, ensuring all students are supported in reaching their full potential. This action is considered effective.

Action 1.11 – Language Acquisition and Support for English Learners (Partially Implemented):
Frontloading and targeted supports were implemented districtwide this school year and will see its effectiveness once the 2024-2025 CAASPP, ELPAC, and CAST results are received.

Summary:
While many actions under Goal 1 were fully implemented and yielded positive results—especially for ELs and SED students—several key supports were only partially implemented, limiting their districtwide impact. The need for an additional action focusing on Multi-Tiered System of Supports (MTSS) is beneficial for Long-Term English Learners (LTELS) as well as all unduplicated count.

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

Following the review of CAASPP and CAST assessment results and internal progress monitoring data, no changes were made to the goal, metrics, or target outcomes for 2024–25. The district is in the early phases of implementation for several instructional strategies and interventions aimed at accelerating learning and closing achievement gaps. These actions are beginning to show positive trends, particularly among Socioeconomically Disadvantaged (SED) students and English Learners (ELs), and the district intends to continue their implementation to determine long-term effectiveness.

However, in response to implementation data and stakeholder feedback regarding the need for more robust site-based intervention systems, a new action will be added under the Learning Recovery Emergency Block Grant (LREBG). This action, titled "Expand MTSS Capacity with Dedicated Intervention Staff," will fund one Intervention Teacher and one Instructional Intervention Aide to support Multi-Tiered System of

Supports (MTSS) implementation. These staff members will provide direct support to students and assist with progress monitoring and intervention delivery, ensuring that MTSS strategies are implemented effectively and equitably across school site, and providing professional development to instructional staff. While this represents a refinement in implementation, it does not alter the established goal or associated metrics but rather strengthens the district's ability to achieve the desired outcomes.

CAASPP and Local Data Reflection:
In ELA, the district experienced an overall decline of 2.44%, yet SED students improved by 2.53% and ELs by 4.01%, indicating some progress in targeted subgroups. Long-Term English Learners (LTELs) had 13.33% meeting or exceeding standards, but this was not reported on the CA Dashboard previously, so year-to-year comparisons are unavailable. Students with Disabilities (SWD) declined by 7.34%, an area that will require continued support.

In Math, overall scores remained stable with a slight increase of 0.27%, and all significant subgroups, including SED (+6.71%), ELs (+3.67%), and SWD (maintained with 17.39%) showed improvement or stability.

In Science (CAST), the overall proficiency increased by 14.3%, including a 17% increase among SWD and 13.54% for SED students. ELs showed a 5.88% decline, indicating a need for closer review of science instruction for this group.

Progress Monitoring and Instructional Support:
Throughout the year, the district prioritized professional learning and collaborative data analysis. Dedicated “data days” were provided to support grade-level teams in reviewing student performance and tailoring instruction accordingly. These sessions have fostered a deeper understanding of subgroup performance and areas of instructional need.

Action Effectiveness and Changes:
At this time, none of the actions have been identified as ineffective over a three-year period, so no formal revisions are required under the 2024–25 LCAP guidelines. However, a new action under the Learning Recovery Emergency Block Grant (LREBG) will be added to expand Multi-Tiered System of Supports (MTSS) capacity through the addition of dedicated intervention staff. This is an allowable use of LREBG funds as it supports learning recovery efforts through increased professional development and academic support for students most impacted by disrupted learning, particularly in the wake of the COVID-19 pandemic.

The primary goal of this action is to provide professional development, targeted academic interventions and progress monitoring, especially in English Language Arts. Dedicated intervention staff will support Tier II and Tier III instructional needs, working collaboratively with classroom teachers to ensure appropriate scaffolds and differentiation.

This approach is grounded in research showing that multi-tiered systems of support improve academic outcomes when implemented with fidelity. Research shows that early intervention and frequent progress monitoring are essential for closing achievement gaps, particularly for historically underserved student groups. Continued monitoring of implementation and outcomes will guide future adjustments. Should data reveal persistent gaps or strategy ineffectiveness, the district is prepared to refine or replace actions to better meet student needs.

Conclusion:

McCabe Union Elementary School District will maintain its current goal and metrics for 2024–25 to allow sufficient time for recently implemented strategies to take root and demonstrate long-term impact. In alignment with ongoing efforts to strengthen tiered systems of support and accelerate learning, the district will add a new action under the Learning Recovery Emergency Block Grant (LREBG) to expand MTSS capacity through the addition of an Intervention Teacher and an Instructional Intervention Aide. Early indicators of progress, particularly among Socioeconomically Disadvantaged students and English Learners, combined with a more intentional focus on data-driven instruction, position the district to build on these gains in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	G1:1 All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.	$5,000.00	Yes
1.2	Intervention Support - Paraprofessionals	G1:2 Instructional Assistants will facilitate additional small group intervention	$581,720.00	Yes
1.3	Intervention and Enrichment Opportunities	G1:3 Teachers will provide supplemental after-school tutoring	$102,415.00	Yes
1.4	Parent/Family Involvement	G1:4 Additional participation in monthly family engagement opportunities, parent conferences, professional development for families, and effectiveness of the family communication platform.	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Intervention Teacher(s)	G1:5 Intervention Teacher(s) and support staff for additional direct student instruction and ongoing professional development. Teacher will also assist with additional curriculum planning and implementation and provide professional development.	$52,001.00	Yes
1.6	Teacher Credentialing	G1:6 New hires and teachers participating in the induction program will receive ongoing support and mentoring to better meet the needs of our unduplicated students.	$3,898.00	Yes
1.7	Technology	G1:7 Access to Technology to provide additional support and resources for unduplicated students including digital and supplemental curriculum to provide personalized learning, timely feedback, and learning platforms that provide ongoing communication with the teacher to better meet their needs in achieving grade level standards.	$167,249.00	Yes
1.8	Supplemental Instructional Materials and Licenses	G1:8 Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA), Math, and Literacy in History/Social Studies, Science and Technical Subjects in TK-8th grade.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	College and Career Readiness	G1:9 Course access to CTE Exploration. Participation in additional County/Statewide academic events or challenges (Career Days, Science and Math Competitions, etc.)	$115,945.00	Yes
1.10	Supplemental Instructional Programs	G1:10 Curriculum for PBL, GATE, and College and Career Readiness.	$5,000.00	Yes
1.11	Language Acquisition and Support for English Learners - ELD	G1:11 Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners and Long Time English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. Additional support for English Learners and for Long Term English Learners will be provided with supplemental software licenses to meet their targeted needs. Additional support for ELs and LTELs will also be provided with after school tutoring to accelerate English language acquisition and academic progress. English Learners and Long Time English Learners will receive priority and proper testing environment for ELPAC assessments including proper training of classroom teachers, instructional aides, principals, and intermittent assessment specialists monitored by Educational Services.	$500.00	Yes
1.12	Expand MTSS Capacity Through Dedicated Intervention Staff (New 2024-25)	To strengthen Tier II and Tier III supports within the Multi-Tiered System of Supports (MTSS) framework, the district will hire additional intervention staff. These interventionists will provide targeted small-group instruction in English Language Arts (ELA) and deliver professional development on effective intervention strategies. This action specifically supports English Learners (ELs), including Long-Term English Learners (LTELs) and other	$280,000.00	No

Action #	Title	Description	Total Funds	Contributing
		student groups identified as needing improved academic outcomes based on CAASPP, CAST, ELPAC, and district benchmark data. Funded by the Learning Recovery Emergency Block Grant (LREBG), this action addresses learning gaps intensified by the COVID-19 pandemic. The deployment of intervention staff will accelerate academic recovery by increasing instructional support for students impacted by disrupted learning and by building staff capacity to implement targeted interventions through the MTSS model. By expanding the district's capacity to deliver focused academic supports, this action aims to reduce achievement gaps in ELA and science among ELs. and LTELs. Evidence of need is demonstrated through multiple metrics, including: 1.3 CAASPP ELA, Math, and CAST scores 1.4 District benchmark assessments 1.5 English Learner Proficiency Indicator and ELPAC Summative results 1.6 Reclassification rates		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The McCabe Union Elementary School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. The district will improve the overall school climate through supports and services that enhance students' feelings of belonging and safety in grades K-8.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

The McCabe Union Elementary School District developed this goal recognizing the importance of addressing the social-emotional needs of all student demographic groups including English Learners, Students with Disabilities, Foster Youth, Low Income and Homeless Youth. CA School Dashboard data for the McCabe Union Elementary School District (prior to COVID-19 school closures and Distance Learning) indicated elevated chronic absenteeism rates for these student groups in comparison to the attendance data of All Students. Educational partners' input values the district's character development programs, PeaceBuilder and Leader in Me, along with education on Safety themes (bullying, digital citizenship, etc) as factors that have the biggest impact on student safety and sense of belonging.

McCabe will continue to provide meaningful student-centered experiences that support a positive school climate and learning environments. This goal is focused on enhancing students' feelings of safety and belonging, student agency, advancement, and a sense of belonging for all.

The actions and metrics of this goal are focused on monitoring and promoting:

- a school environment where every student feels physically safe, emotionally supported, and academically challenged (actions 2.2, 2.3. 2.6, 2.8, 2.9);
- positive and respectful relationships with students, parents, employees and other members of the school community (actions 2.1, 2.5, 2.8, 2.9);
- targeted services to address the social-emotional, behavioral, and safety needs of struggling students (actions 2.2, 2.4, 2.5, 2.7, 2.8, 2.9)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 5: Pupil Engagement Average Daily Attendance Rate Data Source: CALPADS Fall 1 P-2 (May 1st)	2023-2024 = 95.31%	2024-2025 = 96.02%		2025-2026= 97%	Year 1 +0.71%
2.2	State Priority 5: Pupil Engagement Chronic Absenteeism including Student Groups Data Source: Dashboard Chronic Absenteeism Report	2022-2023 • All: 16.8% • SED: 23.1% • EL: 24.2% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 20.3% • Foster: TBD in Yr 1 with 2024 Dashboard	2023-2024 • All: 11.4% • SED: 15.6% • EL: 20.5% • LTEL:19% • SWD:18.1 % • Foster: No Performa nce		2025-2026 • All: 7% or less • SED:10% or less • EL 12% or less • LTEL:12% or less • SWD: 10% or less • Foster: TBD after baseline	Year 1 • All: -5.4% • SED: - 7.5% • EL: -3.7% • LTEL: No Change • SWD: - 2.2% • Foster: No Performa nce
2.3	State Priority 6: School Climate Suspension Rate including Student Groups Suspension Rate Data Source: DataQuest	2022-2023 Suspensions • All: 0.7% • SED: 1.4% • EL: 0.6% • LTEL: TBD in Yr 1 with 2024 Dashboard	2023-2024 Suspensions • All: 1.6% • SED: 1.7% • EL: 1.2% • LTEL: 9.5%		2025-2026 • All: 1% or less • SED:1% or less • EL 1% or less	2023-2024 Suspensions • All: +0.9% • SED: +0.3% • EL: +0.6% • LTEL: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD: 0.7% • Foster: TBD in Yr 1 with 2024 Dashboard	• SWD: 0.7% • Foster: No Performance		• LTEL:1% or less • SWD:1% or less • Foster: TBD after baseline	• SWD: No Change • Foster: No Performance
2.4	State Priority 6: School Climate Expulsion Rates Data Source: DataQuest	2022-2023 Expulsions • ALL: 0.00% • EL: 0.00% • LTEL: 0.00% • SED: 0.00% • SWD: 0.00% • Foster: 0.00%	2023-2024 Expulsions • ALL: 0.00% • EL: 0.00% • LTEL: 0.00% • SED: 0.00% • SWD: 0.00% • Foster: 0.00%		2025-2026 • All: 0% • SED: 0% • EL: 0% • LTEL: 0% • SWD: 0% • Foster: 0%	Year 1 • ALL: No Change • EL: No Change • LTEL: No Change • SED: No Change • SWD: No Change • Foster: No Change
2.5	State Priority 6: School Climate Middle School Dropout Rate Data Source: CALPADS report 1.14	2022-2023 Middle School Dropout Rate 0%	2023-2024 Middle School Dropout Rate 0%		2025-2026 Middle School Dropout Rate: Maintain 0% Middle School Dropout Rate	Year 1 Middle School Dropout Rate No Change
2.6	State Priority 6: School Climate % of students that feel safe at school	2022-2023 California Healthy Kids Survey 7th Grade: 72% of students feel safe.	2023-2024 California Healthy Kids Survey 7th Grade: 59% of students feel safe.		2025-2026 California Healthy Kids Survey	Year 1 California Healthy Kids Survey 7th Grade: -13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Healthy Kids Survey (CHKS)				7th Grade: 90% of students feel safe.	
2.7	State Priority 1: Basic Needs Local Measure of Appropriately Assigned and Fully Credentialed Teachers (Williams Report) as reported on California School Dashboard Data Source: Dashboard Local Indicator Self-Reflection Tool	2023 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 90.4% with Full Credential	2024 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 91.8% with Full Credential		2026 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 95% with Full Credential	Year 1 Reflection Tool Rating Standard Met Appropriately Assigned No Change Full Credential +1.4%
2.8	State Priority 1: Basic Needs Local Measure of Facilities in Good Repair (FIT Tool) as displayed on California School Dashboard	2023-2024 FIT Overall Rating: Good	2024-2025 FIT Overall Rating: Good		2025-2026 FIT Overall Rating: Good	Year 1 FIT Overall Rating: No Change

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.

McCabe Union Elementary School District successfully implemented the majority of planned actions under Goal 2, which focused on promoting student well-being and school climate. The district prioritized creating safe, inclusive, and engaging environments that support the social-emotional, physical, and academic development of all students, with particular attention to the needs of unduplicated pupils. In addition, districtwide Wildly Important Goals (WIGs) were rolled out aligned to LCAP goals.

Key Actions Implemented

2.1 Professional Development: Safety (Partially Implemented)
Staff were trained on Standard Response Protocols (SRP), and safety drills were conducted with students. While the original plan intended for in-person student safety instruction, presentations, they were delivered via Zoom by site principals. The district also adopted the Suite 360 online platform to support student behavior and discipline through restorative practices.
Substantive Difference: Student safety training via Zoom deviated from the originally planned in-person method.
Success: Increased staff preparedness and streamlined emergency response procedures; restorative tools were introduced to support positive student behavior.
Challenge: Zoom-based student safety instruction may have reduced student engagement and retention.

2.2 Character Development Programs (Fully Implemented)
Leader in Me training was provided schoolwide, with Core 2 focused on Wildly Important Goals. Student Lighthouse Team (ASB) members received leadership training through a certified Leader in Me coach. The PeaceBuilder program continued to thrive, with student leaders recognized through certificates and t-shirts.
Success: Student leadership and positive behavior recognition were meaningfully integrated into school culture.
Challenge: New staff onboarding highlighted the need for a refresher on the PeaceBuilder program to ensure consistent implementation. Variations in understanding among staff underscore the importance of ongoing training, especially during staffing transitions.

2.3 Course Access: Supplemental Music Programs (Fully Implemented)
Band and orchestra were offered before, during, and after school. Music instruction used a push-in model in classrooms to ensure access for all students, including students with disabilities.
Success: Broad student participation and inclusive access strengthened the district’s enrichment offerings.

2.4 Attendance Incentives and Outreach (Fully Implemented)
The district launched weekly and monthly attendance incentives, quarterly recognition for perfect attendance, and end-of-year awards. Restorative practices were embedded into attendance outreach.
Success: Incentive systems motivated students to attend consistently.
Challenge: Ongoing monitoring and coordination required significant staff effort.

2.5: Counseling Services and Support (Fully Implemented)
School counselors supported academic, behavioral, and social-emotional needs, as well as college and career readiness. Professional development on trauma-informed practices was also provided to staff.

To support the transition to junior high, the counselor implemented lessons for 6th-grade students with the goal of preparing and empowering them to be successful in 7th grade. These lessons focused on preparing students socially, emotionally, and academically for when they return to school in the 2025-2026 school year. As part of this initiative, a pre-assessment was administered to measure students' attitudes, skills, and knowledge related to moving on to junior high. Following the lesson, a post-assessment showed growth in all areas of student perception on managing the transition, which should enhance their feelings of belonging and safety, and lead to a higher attendance rate.

In addition, Quarter 1 attendance data for the 2024–2025 school year was compiled and will be compared to Quarter 1 of the 2025–2026 school year to assess whether there is a correlation between increased feelings of safety at school and improved attendance.

Success: Counseling services played a key role in promoting student well-being, supporting smoother transitions between grade levels, and increasing students' sense of safety and readiness for junior high.
Challenge: High demand for counseling services required careful scheduling and prioritization to ensure equitable access for all students.

2.6 Clean and Safe Facilities (Fully Implemented)
The Facilities Inspection Tool (FIT) was completed with a rating of "Good." The district monitored campuses regularly and addressed maintenance needs proactively to support student safety.
Success: Safe and clean environments contributed to a positive learning climate.

2.7 Attendance Monitoring and Supports (Fully Implemented)
Quarterly Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings were conducted. The district introduced Saturday School to support attendance recovery efforts for chronically absent students.
Substantive Difference: Saturday School was a new addition not originally outlined in the LCAP.
Success: Data-informed interventions and expanded support helped address chronic absenteeism.
Challenge: Staffing Saturday School and maintaining family engagement presented logistical challenges.

2.8 Social-Emotional Learning (SEL) Curriculum (Fully Implemented)
The district adopted Suite 360 and continued to implement Leader in Me to support SEL, healthy relationships, and restorative practices.
Success: SEL was embedded in instruction and student interactions, reinforcing a positive school climate.

2.9 Campus Security (Fully Implemented)
A part-time campus security staff member was hired to monitor school safety and conduct home visits, including delivering SARB documentation.
Success: Increased supervision and community outreach contributed to a stronger sense of safety and belonging among students and families.

Challenges and Substantive Differences from Planned Actions

The most notable differences in implementation were:

Action 2.1: Student safety training was delivered virtually instead of in person.

Action 2.7: The addition of Saturday School represented an enhancement to the district’s original attendance intervention strategy.

Other challenges included balancing staff capacity for additional services (e.g., counseling, attendance monitoring) and ensuring consistent implementation of SEL and restorative practices across campuses.

Successes
The district made strong progress in creating safe and welcoming school environments. Positive student engagement through character education, music programs, and attendance incentives helped build a supportive climate. The introduction of Saturday School and consistent communication with families supported attendance improvements. Investments in safety training, SEL curriculum, and campus security staff further strengthened physical and emotional safety for all students.

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

Action 2.1 - Professional Development: Safety was implemented successfully, however costs were much lower because all professional developments were free.

Action 2.2 - The implementation of the program continued successfully; however, it was more expensive than budgeted.

Action 2.3 - Course access supplemental programs were implemented, but the costs were much higher than anticipated due to the face that previous years we exhausted the use of one time funds that were expiring.

Action 2.4 - Attendance Monitoring and Supports was very effective, however budgeted amount was lower than needed due to other grant opportunities.

Action 2.5 - New Action Counseling Services were implemented, however total expenditures were slightly higher than total budgeted.

Action 2.9 - Campus security was effective, however began late which is total expenditures is less than anticipated.

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

Overall, actions related to Goal 2 have demonstrated moderate to high effectiveness in improving school climate, student engagement, and social-emotional well-being. These efforts have contributed to a safer and more supportive environment for students, with noted improvements in discipline, student leadership, and campus culture. However, the goal of increasing attendance from 94% to 96% has not yet been fully realized, indicating a need for continued focus and refinement in attendance-related strategies. The implementation status of each action, along with its associated impact on performance metrics, is summarized below:

Action 2.1 – Professional Development: Safety:
This action aimed to strengthen campus safety and student well-being through staff training and proactive communication systems. All staff and students received Standard Response Protocol (SRP) training, and emergency communication procedures were implemented using ParentSquare. Additionally, the implementation of Suite360 supported restorative practices and social-emotional learning (SEL) instruction, contributing to a more informed and prepared school environment.

While this action led to increased preparedness and a stronger sense of readiness among staff, it is considered minimally effective overall due to a decline in students' perceived sense of safety. The California Healthy Kids Survey (CHKS) results for 7th grade students showed a 13% decrease in students reporting they feel safe at school. Furthermore, a recent district-administered school climate survey highlighted a need for greater student understanding of how safety threats are addressed and reported.

In response to this feedback, the school counselor developed and conducted targeted counseling sessions focused on school safety procedures and student reporting protocols. These efforts aim to build student confidence in school safety systems and improve communication around threat response and prevention.

Moving forward, the district will continue refining safety messaging and increasing visibility of safety protocols to ensure that students not only are safe but also feel safe and informed.

Action 2.2 – Character Development Programs:
Leader in Me training supported the implementation of Core 2 Wildly Important Goals (WIGs). WIG 1 specifically focused on increasing on ELA and Math CAASPP and WIG 2 specifically focused on increasing the attendance rate through student engagement. Leadership development was embedded via student teams and coaching support. PeaceBuilder traits remained a central part of school culture. This action was considered effective.

Action 2.3 – Course Access: Supplemental Music Programs:
Band and orchestra programs were sustained before and after school. Music was also delivered via push-in support in some grade levels. A newly obtained CTE credential by the music instructor sets the stage for future junior high career pathway offerings. This action is considered effective.

Action 2.4 – Attendance Incentives and Outreach:
Weekly, monthly, and quarterly incentives were provided to encourage improved attendance. The school counselor led Tier 2 small group interventions focused on the importance of school attendance. This action is considered effective.

Action 2.5 – Counseling Services and Support:
Counseling services addressed academic, behavioral, and SEL needs, while also promoting college and career readiness through PULSE, Thrively platform, and career-focused events. This action is considered effective.

Action 2.6 – Clean and Safe Facilities:
The FIT inspection yielded a “Good” rating, and routine monitoring addressed maintenance concerns proactively. This action is considered effective.

Action 2.7 – Attendance Monitoring and Supports:
Quarterly Student Attendance Review Team (SART) and SARB meetings were conducted. Saturday School was introduced to support attendance recovery. This action is considered effective.

Action 2.8 – Social Emotional Learning (SEL) Curriculum:
Suite360 and Leader in Me continued to serve as the district’s core SEL programs, promoting healthy relationships, responsible decision-making, and restorative practices. This action is considered effective.

Action 2.9 – Campus Security:
A part-time security staff member was hired to support school safety and conduct home visits as needed. Increased supervision contributed to a measurable decrease in student discipline referrals and improved student behavior. This action is considered effective.

Summary:
Most actions under Goal 2 were fully implemented and have shown positive impacts on student well-being, engagement, and school climate. SEL integration, leadership development, and counseling services stood out as particularly effective. While progress was made toward the attendance goal, the 96% target has not yet been met, suggesting more monitoring to see continual growth in student attendance. Continued investment in safe environments and social-emotional learning will remain essential.

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.

The McCabe Union Elementary School District has maintained its commitment to Goal 2: providing safe and positive learning environments that foster social-emotional and physical well-being for all students. As a result of this year’s reflection and data analysis, no changes have been made to the goal, metrics, or actions for the 2024–25 LCAP. While the goal remains relevant and aligned with stakeholder priorities, local data and state indicators have informed refinements in implementation.

Attendance and Chronic Absenteeism:
The district’s average attendance rate has improved to 95%, nearing the district's Wildly Important Goal (WIG) target. Chronic absenteeism declined significantly among most groups, including a -7.5% improvement for Socioeconomically Disadvantaged (SED) students and -5.4% overall. However, data for English Learners (+3.7%) and Students with Disabilities (+2.2%) indicate increased rates of chronic absenteeism. The district will maintain existing attendance supports but will enhance targeted Tier 2 interventions for EL and SWD subgroups, such as more personalized attendance outreach and revised small group counseling.

Suspension Rate:

Suspension rates increased slightly overall (+0.9%), with marginal increases for SED (+0.3%) and EL students (+0.6%). No measurable change occurred for LTELs or SWD students. While not yet at a level of high concern, these increases suggest a need to reinforce positive behavior interventions. The district will continue implementation of restorative practices via Leader in Me and Suite 360 and will use disaggregated discipline data to guide counselor interventions and staff training.

School Climate:
Although the California Healthy Kids Survey demonstrated a 13% decrease in 7th grade students feeling safe in school, a recent district-administered school climate survey revealed that students need more clarity about how the school ensures safety when threats are reported. In response, the school counselor developed and conducted counseling interventions focused on safety procedures and how students can report concerns. Additionally, the district is collaborating with the Imperial County Sheriff's Department to promote the "Making a School Threat is a Crime, Report it Don't Repost It" campaign and schoolwide presentation. This regional initiative reinforces student awareness about the seriousness of making or reposting threats and strengthens the district's safety messaging through law enforcement partnership. These efforts aim to foster a more secure and informed school environment.

Action Effectiveness and Changes:
All actions under Goal 2 are being retained without modification. While none were identified as ineffective over the past three years, some subgroups (e.g., ELs and SWDs) are not benefiting equally from attendance and climate-related initiatives. As a result, existing actions such as counseling support, attendance incentives, and SEL curriculum will remain in place, but with enhanced subgroup-focused strategies to improve impact and equity.

Conclusion:
Goal 2 remains aligned with district priorities and stakeholder input. Although no actions have been discontinued or modified at this time, implementation adjustments will continue to be data-driven, with increased emphasis on subgroup disparities. Should these subgroup metrics not improve by the end of the 2024–25 school year, specific actions may require redesign or replacement in future LCAP cycles.

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	Professional Development: Safety	G2:1 Additional opportunities to educate students, staff, and parents about safety related topics (e.g. Internet Safety, School Safety, Emergency Response Procedures, Student Well Being, Student Supervision and Behavioral Management Strategies)	$1,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Character Development Programs	G2:2 Implementation of Character Development programs such as Peacebuilder and Leader in Me in TK-8 • Implementation of Lighthouse Teams • Student t-shirts and certificates	$4,000.00	Yes
2.3	Course Access Supplemental Programs	G2:3 Course access to a supplemental Music (Band/Orchestra) program during, before, and after school, including Music (Band/Orchestra) Summer Academy. All students have access including unduplicated students and students with exceptional needs.	$58,870.00	Yes
2.4	Attendance Incentives and Outreach	G2:4 Weekly and monthly incentives for classrooms with the highest attendance rate and end-of-year incentives for students with perfect attendance. Implementation of Restorative Practices. Provide personalized outreach to families regarding attendance and chronic absenteeism.	$5,000.00	Yes
2.5	Counseling Services and Support	G2:5 School counselor services will meet the academic, social-emotional, attendance, and career development needs of students. Professional development for staff such as for Trauma Informed Practices.	$153,718.00	Yes
2.6	Provide Clean and Safe Facilities	G2:6 Completion of the Facilities Inspection Tool (FIT) on an annual basis. Continuous monitoring of facilities to ensure maintenance and repairs and	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		to support school safety and well being. Invest funds in facilities for maintenance projects and site improvements.		
2.7	Attendance Monitoring and Supports	G2: 7 Increased monitoring through the Student Attendance Review Team and Student Attendance Review Board Hearings to address chronic absenteeism by analyzing data, planning interventions for students and parents, and partnering with local authorities and agencies to meet the social-emotional and academic needs of our students. Team members will participate in trainings and in local meetings, committees, and/or Taskforce.	$2,000.00	Yes
2.8	Social Emotional Learning	Purchase online and supplemental curriculum to promote healthy relationships, positive student behavior and to implement restorative practices.	$5,000.00	Yes
2.9	Campus Security	To increase safety, attendance, and a sense of security and belonging of unduplicated students, hire a part-time Campus Security staff member to monitor safety and security on campus and to conduct home visits and deliver SARB summons and SARB contracts.	$54,471.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,153,110	$0%

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.547%	0.000%	$0.00	9.547%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3,	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for Long-Term English Learners will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However, because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	ELPAC Summative 1.6 Reclassification Rate
1.2	**Action:** Intervention Support - Paraprofessionals **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However, because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.3	**Action:** Intervention and Enrichment Opportunities **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count.	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	associated with the language barriers and academic deficiencies of these students. However, because we expect that all students with achievement gaps will benefit, these actions are provided LEA- wide.	
1.4	**Action:** Parent/Family Involvement **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-	Parent/Family Involvement (1.4) is a key focus in strengthening the academic achievement of these targeted groups. Staff will provide family engagement supplemental services to engage families of English Learners, Foster Youth, Low Income, and Homeless, including education and workshops for families, such as college and career awareness, student well-being, student safety, and information on students' progress. The district will use advisory councils to promote family participation, serve as liaisons, support the EL program, and provide translation and interpretation services in order to provide meaningful family and community engagement opportunities. Workshop topics will include Internet Safety, Social Media, and Mental Health; Understanding and Supporting Children with Anxiety; Conflict vs Bullying; Leading Students to Excellence-Getting Ready for High School and Building a Healthy Relationship with your Teen. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate Local Indicator Self-Reflection Tool Priority 3: Parent and Family Engagement

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
	group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.5	**Action:** Intervention Teacher(s) **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology.	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Teacher Credentialing **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. The school community values the rich traditions and school culture. Mentorship of new teachers is important to ensure that they have adequate support for success with curriculum, instruction, and assessment and	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with participation in the rich traditions that make the school special. **Scope:** LEA-wide		
1.7	**Action:** Technology **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology.	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Supplemental Instructional Materials and Licenses **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** College and Career Readiness **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate
1.10	**Action:** Supplemental Instructional Programs **Need:**	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth

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
	As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	(Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate
2.1	**Action:** Professional Development: Safety **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), Long-Term English Learners (19%)	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and students with disabilities (18.1%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, Students with Disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, Long-Term English Learners, and Students with Disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	

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	**Action:** Character Development Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), Long-Term English Learners (19%) and students with disabilities (18.1%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, Students with Disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

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
		safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.3	**Action:** Course Access Supplemental Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), Long-Term English Learners (19%) and students with disabilities (18.1%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, Students with Disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:**	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9).	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

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	Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.4	**Action:** Attendance Incentives and Outreach **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), and Long-Term English Learners (19%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma.	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

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
	Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.5	**Action:** Counseling Services and Support **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(20.5%) and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	2.6 California Healthy Kids Survey

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
2.7	**Action:** Attendance Monitoring and Supports **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

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
		safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.8	**Action:** Social Emotional Learning **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%) and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9).	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

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
		Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.9	**Action:** Campus Security **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%) and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids Survey

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
	of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Language Acquisition and Support for English Learners - ELD **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:**	We will use the California English Learner Roadmap as our guide to provide integrated and designated English language development instruction and learning for our ELs and LTELs (Action 1.11). Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners and Long Time English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. Additional support for English Learners and for Long Term English Learners will be provided with supplemental software licenses to meet their targeted needs. Additional support for ELs and LTELs will also be provided with after school tutoring to accelerate English language acquisition and academic progress. English Learners and Long Time English Learners will receive priority and proper testing environment for ELPAC assessments including proper training of classroom teachers, instructional aides, principals, and intermittent assessment specialists monitored by Educational Services. We expect that the academic achievement rates for English Learners will increase significantly as the actions are designed to meet the needs most	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	associated with the language barriers and academic deficiencies of these students.	

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.

N/A - McCabe does not receive additional concentration grant add-on funding.

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

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	12,077,817	$1,153,110	9.547%	0.000%	9.547%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,338,999.00	$280,000.00	$0.00	$0.00	$1,618,999.00	$1,531,999.00	$87,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.2	Intervention Support - Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$581,720.00	$0.00	$581,720.00				$581,720.00	
1	1.3	Intervention and Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$102,415.00	$0.00	$102,415.00				$102,415.00	
1	1.4	Parent/Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,000.00	$3,000.00	$9,000.00				$9,000.00	
1	1.5	Intervention Teacher(s)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,001.00	$0.00	$52,001.00				$52,001.00	
1	1.6	Teacher Credentialing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,898.00	$0.00	$3,898.00				$3,898.00	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$127,249.00	$40,000.00	$167,249.00				$167,249.00	
1	1.8	Supplemental Instructional Materials and Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.9**	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,945.00	$1,000.00	$115,945.00				$115,945.00	
1	**1.10**	Supplemental Instructional Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	**1.11**	Language Acquisition and Support for English Learners - ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	**1.12**	Expand MTSS Capacity Through Dedicated Intervention Staff (New 2024-25)	All	No				Ongoing	$280,000.00	$0.00		$280,000.00			$280,000.00	
2	**2.1**	Professional Development: Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,212.00	$0.00	$1,212.00				$1,212.00	
2	**2.2**	Character Development Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August-June	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	**2.3**	Course Access Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July - June	$57,870.00	$1,000.00	$58,870.00				$58,870.00	
2	**2.4**	Attendance Incentives and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August-June	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.5**	Counseling Services and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July-June	$152,218.00	$1,500.00	$153,718.00				$153,718.00	
2	**2.6**	Provide Clean and Safe Facilities	All	No				July-June	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	**2.7**	Attendance Monitoring and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.9	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,471.00	$2,000.00	$54,471.00				$54,471.00	
3	3.1						All Schools									
3	3.2						All Schools									
3	3.3						All Schools									
3	3.4						All Schools									
3	3.5						All Schools									
3	3.6						All Schools									
3	3.7						All Schools									
4	4.1						All Schools									
4	4.2						All Schools									
4	4.3						All Schools									
4	4.4						All Schools									
4	4.5						All Schools									
4	4.6						All Schools									

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
12,077,817	$1,153,110	9.547%	0.000%	9.547%	$1,336,999.00	0.000%	11.070 %	**Total:**	$1,336,999.00
								LEA-wide Total:	$1,336,499.00
								Limited Total:	$500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.2**	Intervention Support - Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$581,720.00	
1	**1.3**	Intervention and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,415.00	
1	**1.4**	Parent/Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
1	**1.5**	Intervention Teacher(s)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,001.00	
1	**1.6**	Teacher Credentialing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,898.00	
1	**1.7**	Technology	Yes	LEA-wide	English Learners Foster Youth	All Schools	$167,249.00	

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 (%)
					Low Income			
1	1.8	Supplemental Instructional Materials and Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,945.00	
1	1.10	Supplemental Instructional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.11	Language Acquisition and Support for English Learners - ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	
2	2.1	Professional Development: Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,212.00	
2	2.2	Character Development Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
2	2.3	Course Access Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,870.00	
2	2.4	Attendance Incentives and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.5	Counseling Services and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,718.00	
2	2.7	Attendance Monitoring and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	2.9	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income		$54,471.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,338,999.00	$1,358,554.24

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**	Professional Development	Yes	$5,000.00	$0.00
1	**1.2**	Intervention Support - Paraprofessionals	Yes	$581,720.00	$634,772.69
1	**1.3**	Intervention and Enrichment Opportunities	Yes	$102,415.00	$10,000.00
1	**1.4**	Parent/Family Involvement	Yes	$9,000.00	$1,200.00
1	**1.5**	Intervention Teacher(s)	Yes	$52,001.00	$3,492.50
1	**1.6**	Teacher Credentialing	Yes	$3,898.00	$9,000.00
1	**1.7**	Technology	Yes	$167,249.00	$192,564.64
1	**1.8**	Supplemental Instructional Materials and Licenses	Yes	$10,000.00	$138,000.00
1	**1.9**	College and Career Readiness	Yes	$115,945.00	$49,845.21
1	**1.10**	Supplemental Instructional Programs	Yes	$5,000.00	$5,000.00
1	**1.11**	Language Acquisition and Support for English Learners - ELD	Yes	$500.00	$500.00

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)
2	**2.1**	Professional Development: Safety	Yes	$1,212.00	$0.00
2	**2.2**	Character Development Programs	Yes	$4,000.00	$6,000.00
2	**2.3**	Course Access Supplemental Programs	Yes	$58,870.00	$94,342.22
2	**2.4**	Attendance Incentives and Outreach	Yes	$5,000.00	$3,000.00
2	**2.5**	Counseling Services and Support	Yes	$153,718.00	$176,271.61
2	**2.6**	Provide Clean and Safe Facilities	No	$2,000.00	$2,000.00
2	**2.7**	Attendance Monitoring and Supports	Yes	$2,000.00	$2,000.00
2	**2.8**	Social Emotional Learning	Yes	$5,000.00	$0.00
2	**2.9**	Campus Security	Yes	$54,471.00	$30,565.37

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)
1,163,101	$1,336,999.00	$1,356,552.24	($19,553.24)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$5,000.00	$0.00		
1	1.2	Intervention Support - Paraprofessionals	Yes	$581,720.00	$634,772.69		
1	1.3	Intervention and Enrichment Opportunities	Yes	$102,415.00	$10,000.00		
1	1.4	Parent/Family Involvement	Yes	$9,000.00	$1,200.00		
1	1.5	Intervention Teacher(s)	Yes	$52,001.00	$3,492.50		
1	1.6	Teacher Credentialing	Yes	$3,898.00	$9,000.00		
1	1.7	Technology	Yes	$167,249.00	$192,564.64		
1	1.8	Supplemental Instructional Materials and Licenses	Yes	$10,000.00	$138,000.00		
1	1.9	College and Career Readiness	Yes	$115,945.00	$49,845.21		
1	1.10	Supplemental Instructional Programs	Yes	$5,000.00	$5,000.00		
1	1.11	Language Acquisition and Support for English Learners - ELD	Yes	$500.00	$500.00		
2	2.1	Professional Development: Safety	Yes	$1,212.00	$0.00		
2	2.2	Character Development Programs	Yes	$4,000.00	$6,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Course Access Supplemental Programs	Yes	$58,870.00	$94,342.22		
2	2.4	Attendance Incentives and Outreach	Yes	$5,000.00	$3,000.00		
2	2.5	Counseling Services and Support	Yes	$153,718.00	$176,271.61		
2	2.7	Attendance Monitoring and Supports	Yes	$2,000.00	$2,000.00		
2	2.8	Social Emotional Learning	Yes	$5,000.00	$0.00		
2	2.9	Campus Security	Yes	$54,471.00	$30,563.37		

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)
12,414,625	1,163,101		9.369%	$1,356,552.24	0.000%	10.927%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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