

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manteca Unified School District

CDS Code: 39685930000000

School Year: 2025-26

LEA contact information:

Dr. Clark Burke

Superintendent

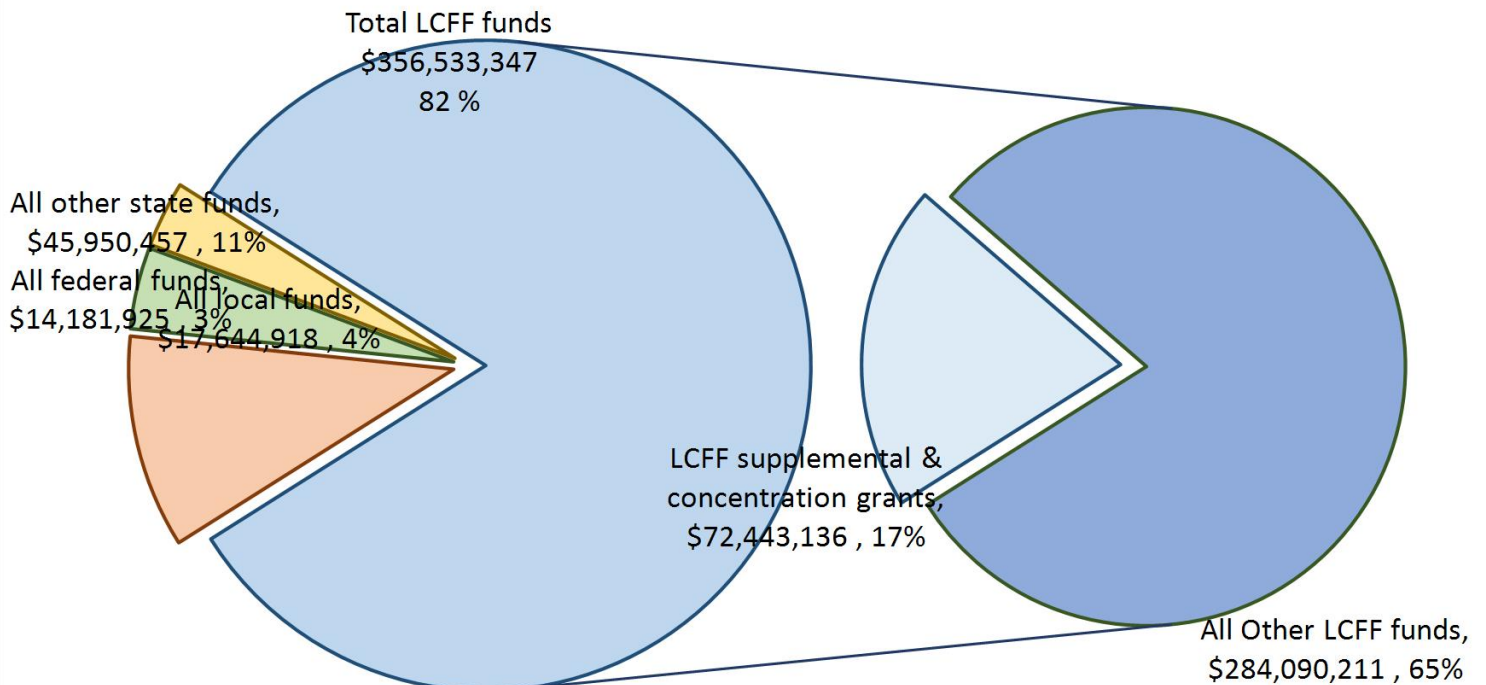
cburke@musd.net

(209) 825-3200

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

#### Projected Revenue by Fund Source



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

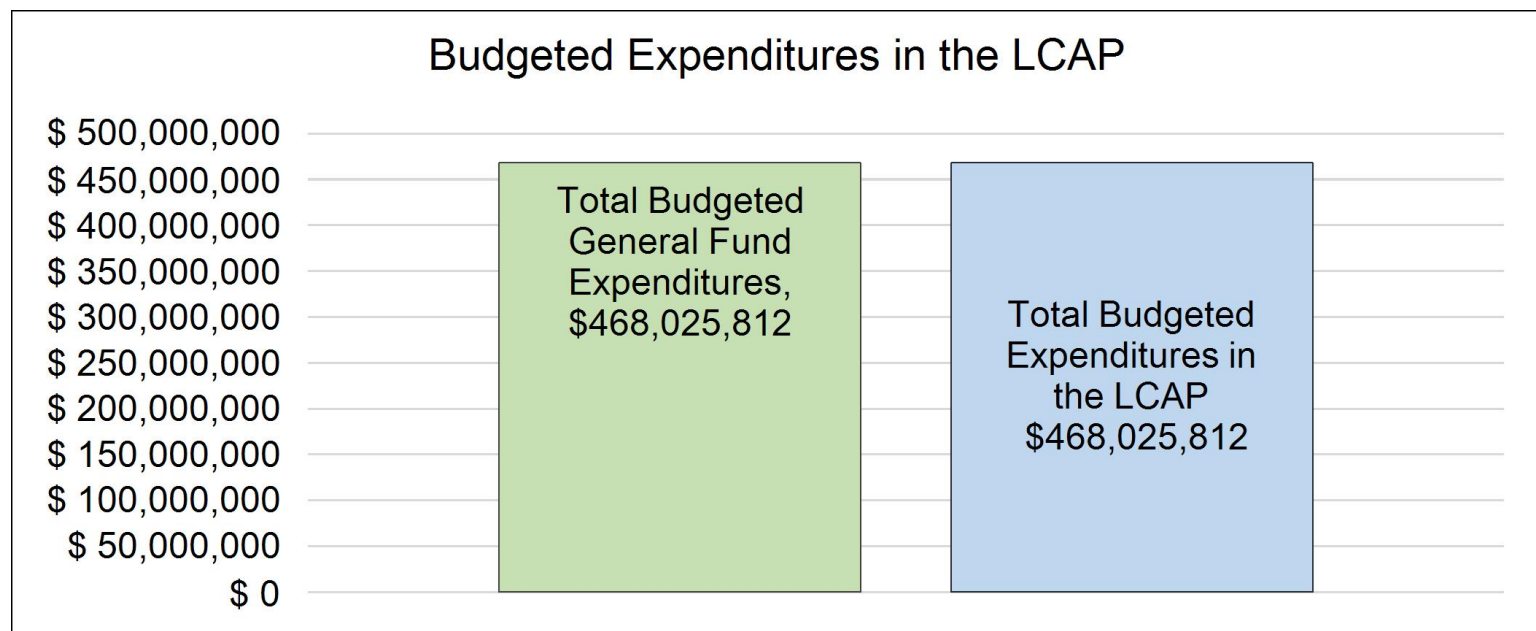
The text description for the above chart is as follows: The total revenue projected for Manteca Unified School District is \$437,310,647, of which \$356,533,347 is Local Control Funding Formula (LCFF), \$45,950,457 is other state funds, \$17,644,918 is local funds, and \$14,181,925 is federal funds. Of the \$356,533,347 in LCFF Funds, \$72,443,136 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Manteca Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Manteca Unified School District plans to spend \$468,025,812 for the 2025-26 school year. Of that amount, \$468,025,812 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

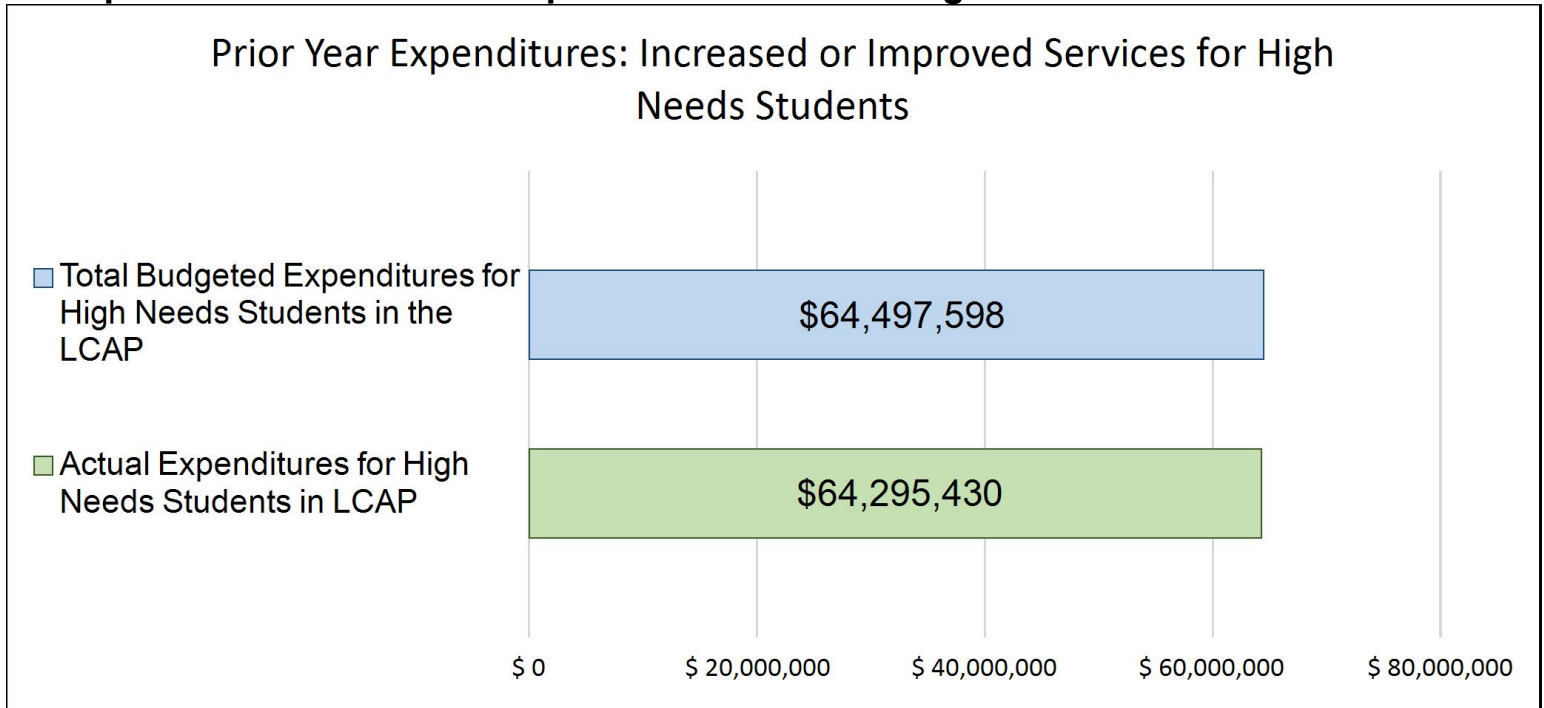
All general fund budget expenditures for the school year are included in the Local Control and Accountability Plan.

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

In 2025-26, Manteca Unified School District is projecting it will receive \$72,443,136 based on the enrollment of foster youth, English learner, and low-income students. Manteca Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Manteca Unified School District plans to spend \$81,474,937 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 Manteca Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Manteca Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Manteca Unified School District's LCAP budgeted \$64,497,598 for planned actions to increase or improve services for high needs students. Manteca Unified School District actually spent \$64,295,430 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$202,168 had the following impact on Manteca Unified School District's ability to increase or improve services for high needs students:

The difference of .0031% between what was budgeted and what was actually expended had no impact on the ability to increase or improve services for high needs students. Student outcome data overall indicate that high needs students progressed toward meeting the goals set by the district.

# 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
Manteca Unified School District	Dr. Clark Burke Superintendent	cburke@musd.net (209) 825-3200

## 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.

Manteca Unified School District (MUSD) was formed in 1966, incorporating 7 former school districts: Manteca, Calla, French Camp, New Haven, Manteca Union High School, Nile Garden, Mossdale, and Lathrop, and currently services approximately 25,000 students in 29 schools. Student population at each of the 20 TK-8 sites ranges from 514 to 1266. The five comprehensive high schools have enrollment ranging from 1164 to 1908, while two alternative high schools are much smaller, with student numbers between 105 and 140. A TK-6 and 7-12 Community Day school make up the remainder of the district's schools. Entering the 2025-2026 year, five schools have been identified to receive Equity Multiplier (EM) funds from the state: French Camp School, Calla Continuation High School, New Vision Continuation High School, Yosemite School Community Day (7-12) and Yosemite School Community Day (K-6). The specific actions for these schools will be identified in goals 4, 5, 6 and 7. As a whole, the district's students include 68% socio-economically disadvantaged (LI or SED), 21.7% English learners (EL) and 0.5% foster youth (FY). In addition, 55.9% of students identify as Hispanic/Latino, 14.4% as White, 13.2% as Asian, 5.6% as African American and 5.4% as Filipino with 5.4% in all other ethnic categories. The district serves three cities: Stockton, Lathrop, and Manteca, as well as the unincorporated area of French Camp and other unincorporated areas. MUSD is approximately 113 square miles and is located in the southern part of San Joaquin County. Manteca USD is projecting attendance growth over the next ten years and has realized actual growth of approximately 1000 students over the past three years. In alignment with state requirements, MUSD is expanding to include Universal Transitional Kindergarten over the next few years, adding six new classrooms in 2024-2025 with projections to add six more in 2025-2026. MUSD has been working toward achieving its vision and mission statements: Vision Statement: Every student works to achieve grade-level standards, feels safe and is supported to realize individual success; Mission Statement: Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade-level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security, and

climate. The goals of the 2024-2027 LCAP will continue to focus on these targets, as will the strategic planning of all district schools, departments and personnel. The entire structure relies on valid, aligned data, connected to systems which identify and support individual student need. As needs are identified and supported through standard-aligned teaching and assessment, student performance levels need to be evaluated and actions and services developed for student growth. The principle of equity is operationalized through the goals, measures of progress, actions and descriptions included in the LCAP.

Past years' work included a focus on using data to inform next steps. Analysis and evaluation continued with principals, teachers, department heads, and supervisors in defining the base program. From programs to operations, from staffing formulas to instructional materials, from benchmark assessments to cleaning supplies, from community input to facilities' needs, every item, action or service was identified as either a base offering, mandated by the state and provided by the district to all students, or supplemental in nature, identified for unduplicated students whose valid, aligned data indicate that additional resources are required to help meet the state content standards. The plan is simply this: continue to determine base and supplemental resources necessary to identify current student need and meet that student need so that each student is working to achieve grade-level standards in an inclusive environment in which they feel safe and supported. Clear concept, yet challenging to put into action. MUSD has students and schools with vastly differing ethnic identities, economic levels and academic achievement statuses, among other factors. Understanding these differences helps us realize that each school, and each student, will have a different path to success. Therefore, each department or school site identifies its base (state mandated requirements) to accomplish its purpose in the vision and mission. Those requirements are funded through LCFF general funds. All additional-- supplemental-- supplies or functions are funded through various supplemental sources. With LCFF supplemental funds, the needs of English learners, low-income students and foster youth are considered first by identifying the areas where achievement is lagging behind the all-student group, and the resource supplied serves first and/or targets the unduplicated pupils. Each action and service has accompanying data which are measured to determine effectiveness. Resources are added, modified, or deleted based on review of the valid data and the intended student outcomes. This district's philosophy and focus remains to be that of data-based decisions and equity driven resource allocation to improve learning for all students and close the performance gaps between student groups.

## Reflections: Annual Performance

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

Continuing with its vision of one student, one lesson, one standard, Manteca Unified School District has stayed the course in its implementation of the board-adopted targets. While not yet reaping the benefits of very pointed curricular efforts, some evidence, most clearly within our local data, have been found which indicate that student outcomes are beginning to improve, especially with our youngest learners.

1)The 2024 California Dashboard data would indicate that College and Career progress amongst Individual schools is a strength. Overall awareness by staff has improved the outcomes for all student groups as College and Career readiness has a greater number of teachers being part of the conversation surrounding career pathways and college preparation. The K-8 schools, through their strategic plans have implemented elective offerings with a college and career focus, and this emphasis has translated into increased success. This focus will continue during this LCAP cycle.

2)Maintaining an already high percent of high school graduates, graduation rate continues to be an area of strength for MUSD with an overall graduation rate of 91.2% on the Fall 2024 Dashboard. MUSD high schools work extremely hard to ensure that their students have access to the broad course of study required by the state, and that they meet the credit and grade expectations to earn a high school diploma.



- 3) While still high and impacted by the 2020 pandemic, MUSD's chronic absenteeism rate fell by 6.0%, and the district, the schools, the families and the students are adjusting to post-pandemic life and school attendance. With the change in state mandate from quarantining students for a minimum of five days, not one school or student group was red on the dashboard in this indicator. As a district, the number of students who are identified as chronically absent is expected to decline again due to work by schools, the student services department and other student-group focused groups of administrators, outreach assistants, teachers and parents.
- 4) The color of English language arts and math outcomes on the state's dashboard were orange, and MUSD realizes that district negative student averages (distance from standard) on state standardized tests are large. Focused work is being done with professional learning, consultants, Teachers on Special Assignment (TOSAs), coaches, and mentors, and we expect scores and numbers of EL, LI and FY students scoring proficient on standards-based exams to increase both on locally administered assessments as well as state assessments.
- 5) Suspension rate was again orange, as the rate of suspension percentage maintained from the previous year. Additional work is happening in cross-departmental groups to inform, train and work with all those involved in the behavioral response arena to identify root causes and to support students in changing problematic behaviors and stay in attendance at, and engaged in, the educational process. Again, professional learning, TOSAs, administrators and others are involved in finding and implementing more beneficial responses to student behaviors.
- 6) Local data, specifically NWEA MAP assessments indicate that unduplicated pupils are meeting growth targets at an increasing rate and beginning to close academic achievement gaps. The continued implementation of Foundations, a phonics based foundational reading preparation program, with an emphasis on program fidelity, is showing improvements in the early reading skills of phonological awareness and word recognition.

Included in Year 2 and Year 3 of the 24-27 LCAP are MUSD's unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The total estimated LREBG funds remaining as of 7/1/2025 are \$17,939,431. An additional needs assessment was conducted to review the student needs, the services being performed and the allowable uses of LREBG. Based on the needs assessments, the continued focus on academic progress in ENGLISH LANGUAGE ARTS and MATH, as well as improving CHRONIC ABSENTEEISM is consistent with Manteca LCAP Actions 1.1 and 1.2 (Supporting English Language arts and Supporting Mathematics) and 2.2 (Support improving school connectedness, attendance and behaviors) and is an allowable use of the funds pursuant to EC Section 32526(c)(2)(B-C).

Reviewing the 2024 California Dashboard and other data, it was determined that the following student groups are in the very high/very low bands and require additional support in the above identified focus areas: Students with Disabilities (SWD), English learners (EL-including LTEL), Socio-economically disadvantaged (SED – including students experiencing homelessness) and African American. Action 1.1 and 1.2 are continued needs based on the percent of students who are not meeting reading and math grade level standards on state assessments such as the CAASPP, local assessments such as the Measures of Academic Progress (MAP) through NWEA, and as evidenced on the individual standards-based reporting. These actions are allowable because they provide training and coaching for teachers in English language arts and mathematics, time for student-based tutoring, and other support programs to assist in learning recovery. The metric identified for Action 1.1 which is connected to the LREBG funding will be 1.1B and the accompanying metric for Action 1.2 will be 1.2B. The chronic absenteeism focus is allowable because the above groups are in the very high band, demonstrating need of activities or supports found in Action 2.2, and is allowable because it provides staff supports and training such as the provision of counseling, mental health services, programs to address pupil trauma and social-emotional learning and referrals for support for family/pupil needs. The LREBG metric for this action will be 2.2 A.

Specifically, funded with LREBG funds, the district will support an Instructional Support Specialist at each elementary site to support teachers, provide training and coaching in math (PEBC) and ELA, improving outcomes on CAASPP assessments and students meeting growth targets on MAP assessments. Also included is Edmentum (Exact Path) giving students greater access to learn and practice skills and Cognitive Coaching Foundations. These funds will also support individual site plans with timesheeting funds for teachers to be trained in

additional literacy, numeracy, and writing programs such as Poetry Plug, and conferences such as Professional Learning Communities development. Other activities included in these actions such as tutoring / small group instruction, learning recovery programs and materials, early intervention and literacy programs, professional development and coaching on English Language Arts and Math. Additionally, Specific to Education Code Section 32526 (c)(2)(C) and included in the identified LCAP Actions (2.2), the LREBG funds will support district behavior services, counseling, mental health services, programs to address pupil trauma and social-emotional learning, or contracts/referrals for wrap-around support for family or pupil needs, with the goal of keeping students in class, improving chronic absenteeism and access to effective Tier I instruction which improves academic outcomes in ELA and mathematics.

From the 2023 California Dashboard, the goals and actions of the LCAP encompass all schools with red indicators on the Dashboard. District level student groups who had a performance color of red on the California Dashboard on a state indicator were identified and their needs addressed within the LCAP with specific actions and disaggregated within the metrics listed below. Specific actions included within the LCAP to address the low performance of state indicators are as follows:

English Language Arts: Action 1.1

Math: Action 1.2

English Learner Progress: 3.1, 1.1, 1.2

College/Career Readiness: 1.5

Suspension: 2.2, 2.3, 2.4

Chronic Absenteeism: 2.2, 2.3, 2.4

Graduation Rate: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4

There are multiple actions related to a single state indicator for several reasons: 1) the identified student need to improve on a particular indicator (i.e. suspension rate) is different; 2) multiple factors combine to culminate in the indicator (i.e. graduation rate); or 3) some of the actions are foundational or imbedded in the work (i.e. digital data disaggregation).

Student groups within schools who had a performance color of red or "very low" on the 2023 California Dashboard were identified and needs were addressed at the site strategic plan level which can be viewed on the district website. The aforementioned groups are included in the attachments at the end of the LCAP document.

## Reflections: Technical Assistance

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

Based on the 2024 California Dashboard, Manteca Unified School District is eligible for Differentiated Assistance for the following groups: African American, Long-Term English Learners, and Students with Disabilities for the following indicators: ELA and Math, Suspension rate. MUSD worked with the San Joaquin County Office of Education and reviewed performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined that there is a need to focus on African Americans in suspension rate as compared to the all-student group. MUSD will continue to work with the SJCOE to implement a professional development plan for teachers, administrators, and classified personnel who are frequently initial responders, and a student engagement plan that includes mentoring, periodic data review, and revamping of discipline matrices. These outcomes are measured in Goal 3 Action 5, Goal 2 Action 2, and Goal 1 Actions 1 and 2.



In the 24-25 school year MUSD focused on dually identified Foster Youth/Students with disabilities. The MUSD Foster Youth Rising Program plan (Appendix B in the 24-25 LCAP) was implemented, resulting in the hiring and work of a Foster Counselor and outreach liaison in the designated areas. Collaborative cross-departmental meetings were held to review student progress, connect FY with needed services, work on preventative measures to combat negative behavior incidents, and support foster families in providing needed resources to identified youth. This work culminated in Foster Youth being exited from Differentiated Assistance Eligibility as the Dashboard colors for Foster youth were yellow on both Suspension rate and College/Career indicator. The actions leading to the improved outcomes will continue. Also included were students with disabilities who have similar data. A specific action related to SWD progress is 3.3, with many others metrics (1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 2.1, 2.3, 2.4, etc) which include disaggregated data for students with disabilities when considering the all-student group. MUSD staff consult with SJCOE to implement plans to address the needs of SWD to increase the number of students meeting academic growth targets by addressing Teacher Mindset for strong Tier I instruction. System-wide training is occurring and coaching is being provided. Addressing programming for SWDs is a second strategy, and learning walks are being conducted to more fully understand concerns and gather data.

## 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.

Lincoln Elementary School - low performing

### ***Support for Identified Schools***

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

MUSD supports Lincoln Elementary in developing CSI plans through individualized attention from the responsible district director and from the San Joaquin County Continuous Improvement and Support Division as they complete a Comprehensive Needs Assessment (CNA) including an analysis of state and local data, an annual review to identify resource inequities, and ensure the comprehensive plans serve the needs of those students who are failing, or are at-risk of failing to meet the challenging state academic standards. Lincoln's site strategic plan is aligned to the MUSD LCAP, developed using state and local data in the comprehensive needs assessment, resource inequity analysis, annual review and plan development. Lincoln's principal and staff will benefit from the one-on-one support of the LEA directors of professional learning and student services, as well as the supervising director. In addition, support for reviewing data and determining metrics will come from the senior analyst. The evidence-based interventions are determined by the instructional leadership team as well as the input from directors and community partners, and are included in the aligned site strategic plan, complete with minutes from the plan development.

## ***Monitoring and Evaluating Effectiveness***

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

The Lincoln Elementary strategic plan has goal monitoring built in through a 3-month cycle, repeating itself three times during the school year. The school is supported by a Director who meets one on one with the site principal to ensure implementation of the plan as written, and helps review and evaluate the plan progress on a trimesterly basis. Budget expenditures and metrics identified for success are monitored by the Director of Strategic Alignment and Accountability. Coaching and consultant support is provided by the county and district support staff. Three times/year the Director will meet with CSI schools to monitor plan implementation and effectiveness to support student and school improvement, as well as the annual review of planned actions and expenditures. These check-ins are also built into the strategic plan template, and scheduled review at monthly principal meetings.

# 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
ALL EDUCATIONAL PARTNERS	MUSD was extremely committed to engaging its educational partners. At community meetings, all were invited to attend (union groups, parents, students, teachers, administrators, board members), and there were people in attendance who represented every one of those groups. Required groups were met with individually, or representatives of such groups were contacted and meetings were held. To capture feedback from individuals and groups, and to engage parents and students, multiple meetings were scheduled and advertised to allow all who wanted to participate to have the opportunity. Meetings were held in different geographical areas, at different times, on different days, through different methods. Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity. Summary results are included as an attachment.
ACCESS Teacher groups 1/28/2025, 2/4/2025	Held scheduled meetings with teacher representatives from all sites over 2 months. Data were shared, discussed and disseminated to representatives who communicated with sites, collected input and reported back to meetings; prioritization activity of current LCAP actions and services
District English Learner Advisory Committee - 2/20/25; 5/15/2025	Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity.
Parent Advisory Committee - 1/31/2025, 5/15/2025	Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity.

Educational Partner(s)	Process for Engagement
Manteca Educators Association - 2/3/2025	Held meeting with representatives of union. Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity.
California School Employees Association - Chapter 50 - 1/29/2025	Held scheduled meeting with union representatives. Data reviewed and discussed. Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity.
Career Technical Student Advisory Committee -	Held meeting with student representatives, teachers, and administration. Discussed data, programs and current needs. Input correlated with other student, staff and department needs.
Manteca Unified School District Executive Cabinet - ongoing	Held ongoing monthly meetings throughout the year focused on the reported data, and the student outcomes connected to the data. Discussions were held as a group and with individuals within the group. Senior/Executive Directors and Superintendents goals and areas of focus were captured. Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity.
Community Meetings (Regional) 1/30/2025, 2/1/2025; 2/5/2025; 2/11/2025; 2/12/2025, 2/18/2025,	Community meetings were planned to accommodate any schedule of our educational partners. The meetings reviewed the dashboard and other local data. Presentations featuring the data were developed and shared with educational partners at all possible convenience: in the morning and evening, in person and virtual, differing weekday evenings, on the weekend mornings. Data were gathered from individual input, by digital means and comment cards in person. Feedback was gathered through in person conversation, digital opportunities, written processes and a prioritization activity.
Student representatives (sampling) - 9/20, 10/25, 2/21, 3/21 EUHS; 9/23, 10/24, 2/28, 4/4 LHS; 9/17, 10/22, 2/19, 3/18 MHS; 9/18, 10/23, 2/27, 3/19 SHS; 9/16,10/21, 3/26 WRHS;12/3 Calla;12/5 New Vision; 3/15	Student Voice gathering. Volunteer students at all high schools (comprehensive and alternative) were invited to participate in group discussions about dashboard indicators, student concerns and the district response.
French Camp - Equity Multiplier - 4/11/2025	Parents, teachers, students and community attended a special meeting to discuss the needs of the school community, and possible supports needed to address the student groups whose California Dashboard data indicated "red", the least proficient status. Data were

Educational Partner(s)	Process for Engagement
	gathered through discussions regarding specific needs of targeted groups. Input from this meeting collated into themes and was considered in the development of the focus goal, and the LCAP.
Calla - Equity Multiplier - 4/9/2025	Parents, teachers, students and community were invited to attend a special meeting to discuss the needs of the school community, and possible supports needed to address the student groups whose California Dashboard data indicated "red", the least proficient status. Much of the discussion revolved around CTE and needs for English learners.
New Vision- Equity Multiplier - 4/2/2025	Parents, teachers, students and community were invited to attend a special meeting to discuss the needs of the school community, and possible supports needed to address the student groups whose California Dashboard data indicated "red", the least proficient status. A data presentation set the stage for the identified needs of student groups at New Vision.
Yosemite Community Day School K-6 / 7-12 4/9/2025	Parents, teachers, students and community were invited to attend a special meeting to discuss the needs of the school community, and possible supports needed to address the students at the school. As there are no dashboard colors, site data were discussed and areas of focus determined. Goals will be written accordingly.
Principals/District Administration/Leadership - ongoing	On-going monthly meetings of leadership, and a review of the comprehensive needs assessments of the sites, in conjunction with the site strategic plans allows site and district administration a means of communicating their needs and designs for school improvement which helps to inform the LCAP.
County SELPA - 2/3/2025	Held meeting with Senior Director of Special Education and county representative. Data were reviewed and aligned with CIM . Progress of MUSD's students with disabilities discussed and plans reviewed. Part of Differentiated Assistance team.

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

In the over 20 LCAP feedback sessions which were held, MUSD made sure to make it possible for any interested party to share ideas/statements or feelings and give feedback. Meetings were held in multiple times, locations and methods. Feedback was collected regarding existing actions and services included in the current LCAP and considered for possible modification, increase or elimination. It is recognized that the following is a plan, not a contract. All priorities were considered within the context of student need, available budget, and based on currently available student outcomes. Relying on evidence-based interventions applied through an equity lens, prioritizing those

student groups with greatest need and demonstrating disproportionality in student outcomes was the focus. Based on the educational partner feedback, and the fact that we are entering Year 2 of the three-year LCAP cycle, all actions are being continued. We will identify which actions were identified as a HIGH, MEDIUM or LOW priority based upon student outcomes and educational partner feedback. The main feedback group(s) will also be identified.

Goal 1:

Action 1.1 - subject area experts/training/coaching/individualized teacher support: HIGH: Certificated staff; Classified Staff; Community; parent committees

individualized academic support plans: HIGH: Certificated staff; Classified Staff; Community; parent committees

transitional kinder programs: MEDIUM: certificated staff, Administration

materials: HIGH: Certificated staff; Classified Staff; Community; parent committees, union groups

early literacy programs: HIGH: Certificated staff; Administration

county and state conferences: LOW

Action 1.2 - subject area experts/training/coaching/individualized teacher support: HIGH: Certificated staff; Classified Staff; Community; parent committees

individualized academic support plans: HIGH: Certificated staff; Classified Staff; Community; parent committees

materials: HIGH: Certificated staff; Classified Staff; Community; parent committees, union groups

county and state conferences: LOW

Action 1.3 - subject area experts/training/coaching/individualized teacher support: HIGH: Certificated staff; Classified Staff; Community; parent committees

individualized academic support plans: HIGH: Certificated staff; Classified Staff; Community; parent committees

materials: HIGH: Certificated staff; Classified Staff; Community; parent committees, union groups

county and state conferences: LOW

Action 1.4 - subject area experts/training/coaching/individualized teacher support: HIGH: Certificated staff; Classified Staff; Community; parent committees

individualized academic support plans: HIGH: Certificated staff; Classified Staff; Community; parent committees

materials: HIGH: Certificated staff; Classified Staff; Community; parent committees, union groups

county and state conferences: LOW

Action 1.5 - College readiness opportunities - HIGHEST: Certificated staff; Classified Staff; Community; parent committees

Greater CTE offerings at sites - HIGH: community feedback meetings, Calla, New Vision, Yosemite Community Day (7-12) Equity Multiplier Meetings;

Academic counseling; guidance and course selection support: HIGH

Specialized technical materials - HIGH: CTSO input meeting, student voice meetings

Intern program - HIGH: Leadership

increasing counselor communication with parents and students - HIGH: Community feedback, student voice,

Action 1.6 - kindergarten readiness - HIGH: Community, leadership meeting, executive directors/directors,

P-3 Alignment Staff - HIGH Leadership

Materials for TK classrooms - HIGH: Certificated staff; Classified Staff; Community; parent committees, union groups

Early Education Centers - REMOVED

Action 1.7 - technology support for students and staff -HIGH Leadership



Complex, specialized data analysis to measure student and district data effectively: MEDIUM  
Assessment platforms that measure students' performance to refine instruction; HIGH  
AP assessment costs for unduplicated pupils: ADDED: leadership,  
Action 1.8 - subject area experts/training/coaching/individualized teacher support: HIGH: Certificated staff; Classified Staff; Community  
individualized academic support plans: HIGH  
Induction program to support new educators/those without clear credentials - HIGHEST: Certificated staff; Classified Staff; Community  
Instructional Support Specialists- HIGH: Certificated staff; Classified Staff; Community; Leadership  
Peer Assistance Review- CONTINUED  
Leadership training -HIGH: Executive Directors

#### Goal 2:

Action 2.1 - care and support for students with diagnosed physical and mental health needs: HIGHEST  
additional school site assistant time (yard supervision): HIGH: principals/district admin/leadership; Community  
coordinate health and wellness services for students: MEDIUM  
support for nutrition-focused activities: MEDIUM  
industry expert focused on safety: MEDIUM  
Action 2.2 - staff who are focused on behavioral support for students - MEDIUM  
individual and group counseling: HIGHEST  
appropriate resources to identify/manage academic and attendance barriers - HIGH  
social-emotional learning programs - MEDIUM  
outside resources which focus on children/parents/school relationships to increase student success: MEDIUM  
schoolwide programs that reward positive behavior: HIGH  
Action 2.3 - outreach focused programs and staff: MEDIUM  
informing families of school happenings/information - HIGHEST  
Action 2.4 - before and after school programs - HIGH: parents, Community  
junior high sports league: ACORN sports - HIGH educational partner input meetings,  
real-world experiences -HIGHEST students, parents, unions, DELAC,  
competitions and activities (science fair, math Olympiad, Academic Decathlon, coding challenges,)- HIGH community feedback meetings  
Junior High Electives - HIGH Leadership  
motivational rewards and recognition for academic achievement and progress - HIGH

#### Goal 3:

Action 3.1 - teacher training focused on improving instruction for English learners - HIGH  
classroom support staff focused on small group learning - HIGHEST  
additional programs to improve English proficiency - HIGH: Leadership  
Technology to enhance disaggregation of data - Leadership  
Translation - EXPANDED: community feedback, DELAC  
Action 3.2 - identify students and monitor progress: CSEA, MEA, community feedback meetings  
connect students and families with needed resources - HIGH  
Action 3.3 - support for Students with Disabilities - CONTINUED: SELPA meeting, leadership, executive cabinet, community feedback meetings

Action 3.4 - transportation for migrant students to/from ELA/Math support programs - HIGH  
internet access for qualifying students

Action 3.5 - mentoring programs for identified youth - HIGH  
additional academic support for identified groups/populations - HIGH

Goal 4 - French Camp Equity Multiplier goal

Action 4.1 - engaging activities, parent communication, celebrations-CONTINUED: educational partner input, site strategic plan input

Action 4.2 - PBIS Silver status attainment, safe play- CONTINUED: educational partner input, site strategic plan input

Action 4.3 - tutoring, intervention teacher, training, Just Words program- CONTINUED: educational partner input, site strategic plan input

Action 4.4 - math support - new identified area of focus for all students NEW : educational partner input, site strategic plan input

Goal 5 - Calla Equity Multiplier goal

Action 5.1 - increase bilingual paraprofessional time, tutoring, technological support - CONTINUED: educational partner input, site strategic plan input

Action 5.2 - additional .4 FTE of CTE teacher, parent nights, purchase vans, tutoring - CONTINUED: educational partner input, site strategic plan input

Action 5.3 - teacher training, PLC training/conferences - CONTINUED: educational partner input, site strategic plan input

Action 5.4 - suspension - new identified area of focus for Hispanic and LTEL student groups - NEW: educational partner input, site strategic plan input

Goal 6 - New Vision Equity Multiplier goal

Action 6.1 - continue with increased bilingual paraprofessional time, tutoring, technological support - CONTINUED w/ monitoring: educational partner input, site strategic plan input

Action 6.2 - additional .4 FTE of CTE teacher, parent nights, pursue transportation opportunities/purchases, tutoring - CONTINUED  
educational partner input, site strategic plan input

Action 6.3 - teacher training, PLC training/conferences - NEW: educational partner input, site strategic plan input

Goal 7 - Yosemite Community Day School (K-6) and (7-12) Equity Multiplier goal

Action 7.1 - academic support, social growth support - NEW: educational partner input, site strategic plan input

Action 7.2 - improve attendance rates - NEW: educational partner input, site strategic plan input

Action 7.3 - relevant school programs and activities - NEW: educational partner input, site strategic plan input

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Every student works to achieve mastery of grade level standards in all subjects.	Broad Goal

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

The MUSD board of education vision which was developed in the fall of 2019 begins with "Every student works to achieve grade-level standards...", and our mission statement includes "...all students to achieve mastery of grade level standards in all subjects." As educators, we recognize our mandate to teach state standards to every MUSD student and assist them in meeting those standards. Everything MUSD does is focused on this goal. Data from the California Dashboard, and other local data collected by MUSD, tells us that English language learners, Socio-economically disadvantaged and Foster youth are not achieving grade level standards in all subjects. Their scores on standardized tests fall below that of the all student group in academic areas. To address their needs, supplemental supports will be provided to them based on their individual circumstance. This goal includes the hiring of qualified staff in all areas (both certificated and classified), and the charge to effectively instruct in the core content areas: English Language Arts, Mathematics, Science, Social Science, Physical Education, Visual and Performing Arts, and English Language Development for qualifying English learners. Academic supports and student services supplemental to core academic instruction including, but not limited to, supplementary staff, tutoring (before and after school, peer and teacher-led), training in curriculum/teaching strategies/Tier I supports, supplies and programs such as Foundations, Just Words, Writing Revolution, planning and evaluating student outcomes and the digital means to access curriculum, information and assessments and to disaggregate the data that are collected regarding students, assessments and associated achievement markers are also included. Additionally, services and programs which help prepare our youngest students and provide for them a place to learn, appropriate curriculum and appropriately trained teachers. Necessary district departments (Educational Services, Operational Services, Business Services) which provide everything from transportation to supervision to processing of financial or personnel records, managing campus facilities/grounds, nutrition, and much more will be funded, trained, and supported in ensuring that unduplicated students achieve mastery of grade-level standards. This includes the notification of and communication with parents and caregivers to ensure that families are aware of student progress and are an active partner in their student's education. MUSD is committed to providing base curriculum and services and supplies for every student and seeing every student master grade level standards in all subjects, as demonstrated by academic assessments and achievement markers included in the metrics to follow. As additional student need is identified based on baseline, progress monitoring, formative, interim, or summative assessments and/or disproportionalities are identified, supplemental services/ programs/ provisions will be

utilized to provide equity and access to students, with priority given to identified underperforming populations such as low-income, foster, homeless, and English learners. MUSD implemented the Measures of Academic Progress (MAP) assessment which yields both a RIT (Raushe Unit Scale) achievement score, growth measure and a progress rate. These scores provide progress information as well as comparisons between groups and norms allowing for better informed decision-making and breakdown of student progress. The actions within this goal are designed to support unduplicated students in working toward greater achievement of state-adopted, grade level standards by incorporating all school district departments with their respective areas of focus. Anecdotal educational partner feedback, walkthrough data along with periodic NWEA MAP data will provide information on student growth which will be monitored and evaluated for evidence of effectiveness. MUSD continues to focus on high levels of academic achievement and endeavors to close equity and opportunity gaps for all students.

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1A	Percentage of students in Grades 3-8, 11 who meet or exceed standards on CAASPP ELA (4A)	CAASPP: ELA: 37.81%  (2023) (State Assessment Results - DataQuest)	36.54%		42.31%	-1.27%
1.1B	MAP Reading growth assessment results (4A) #/% of TK-12 students who met growth target Fall to Winter disaggregated by student group	All Students: 10651/49% EL: 1932/36% SED: 3879/40% FY: 53/36% TSSP: 525/36% SWD: 1437/37% AA: 295 / 41.9%  Winter 2023 NWEA	All students 6643 / 44.9% EL: 1904 / 43.1% SED: 2498 / 45.4% FY: 39 / 42.9% TSSP: 1229/ 39% SWD: 1274 / 41.3% AA: 493 / 42.9%  Winter 2024 NWEA		All Students: 53% EL: 40% SED: 44% FY: 40% TSSP: 40% SWD: 41% AA: 44%	All: -4.1% EL: +7.1% SED: +5.4% FY: +6.9% TSSP: +3% SWD: +4.3% AA: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1C	MAP fluency assessment results (4A) #/% of TK-1 students at meeting or exceeding performance level in phonological awareness on the MAP reading fluency assessment #/% of TK-1 students at meeting or exceeding performance level in phonics word recognition on the MAP reading fluency assessment(4A)	Phonological Awareness All: 1892/44% EL: 500/43% SED: 2740/47% FY: 16/56%  Word Recognition All:1888/45% EL: 523/45% SED: 1294/47% FY: 6/37%  (Dec 23-Feb 24 NWEA Reading Fluency)	Phonological Awareness All: 1735 / 51.0% EL: 413 / 43.0% SED: 471 / 47.1% FY: 3 / 27%  Word Recognition All: 1830 / 57.8% EL: 422 / 44.0% SED: 485 / 52.0% FY: 3 / 27%  (Dec 24-Feb 25 NWEA Reading Fluency)		Phonological Awareness All: 48% EL: 47% SED: 51% FY: 60%  Word Recognition All:49% EL: 50% SED: 51% FY: 41%	Phonological Awareness All: +7% EL: +0% SED: +0.1% FY: -29%  Word Recognition All: +12.8% EL: -1% SED: +5% FY: -10%
1.1D	Learning walk data: % of teachers showing strong evidence of Foundations teaching strategies being used in the classroom	14% 2024-2025 (Site Administrator Survey)	N/A		50%	N/A
1.2A	Percentage of students in Grades 3-8, 11 who meet or exceed standards on CAASPP Math (4A)	CAASPP Math: 21.83%  (2023) (State Assessment Results - DataQuest)	21.91%  (2024) (State Assessment Results - DataQuest)		26.33%	0.08%
1.2B	MAP Math assessment results (4A) #/% of Tk-12 students who met growth target Fall to Winter	All Students: 12070/54% EL: 2278/42% SED: 4444/46% FY: 53/36%	All Students: 12054 / 53.4% EL: 2325 / 51.0% SED: 3230 / 50.3% FY: 44 / 48.9%		All Students: 58% EL: 46% SED: 50% FY: 40% TSSP: 44%	All Students: -0.6% EL: +12.9% SED: +4.3% FY: +12.9% TSSP: +11.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disaggregated by student group	TSSP: 586/40% SWD: 1661/42% AA: 607 / 51.3%  Winter 2023 (NWEA)	TSSP: 1264 / 51.0% SWD: 1583 / 49.4% AA: 616 / 51.5%  Winter 2024 (NWEA)		SWD: 46% AA: 54%	SWD: +7.4% AA: +0.2%
1.2C	% of classrooms showing strong evidence of PEBC teaching strategies being used during math instruction	Elementary: 30% High School: 27% 2024-2025 (Site Administrator Survey)	Elementary: N/A High School: N/A		Elementary: 50% High School: 50%	N/A
1.3A	Percentage of students in Grades 5,8,11 who meet or exceed standards on CAST (4A)	22.11%  (2023) (CAASPP/ELPAC/CAS T/ETS.org)	20.90%  (2024) (CAASPP/ELPAC/CAST/ETS.org)		25.11%	-1.21%
1.4A	Percentage of students in Grades 5,7,9 who participate in Physical Fitness Testing (4A)	5th grade: 99.04% 7th grade: 98.30% 9th grade: 94%  EL: 97.5% SED: *90.8 FY: 89%  2023 Results (Illuminate) *2024 Results	5th grade: 99.2% 7th grade: 99.0% 9th grade: 98.9%  EL: 99.4% SED: N/A FY: 56.3%  2024 Results (Illuminate)		5th grade: 99.5% 7th grade: 99.5% 9th grade: 97%  EL: 99% SED: 95% FY: 91%	5th grade: +0.16% 7th grade: +0.7% 9th grade: +4.9%  EL: +1.9% SED: Not available FY: -32.7%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4B	#/% of 9-12th grade students enrolled in World languages #/% of 9-12th grade students enrolled in VAPA courses	World Languages All: 2616/33% EL: 169/16% SED: 1779/32% FY: 8/13%  VAPA All: 4903/63% EL: 418/39% SED: 2981/38% FY: 37/62%  (Q Student Information System 23-24)	World Languages All: 2746/32% EL: 155/16% SED: 1882/32% FY: 13/16%  VAPA All: 5215/61% EL: 480/49% SED: 3548/60% FY: 51/61%  (Q Student Information System 24-25)		World Languages All: 36% EL: 19% SED: 35% FY: 16%  VAPA All: 66% EL: 42% SED: 41% FY: 65%	World Languages All: -1% EL: 0% SED: 0% FY: +3%  VAPA All: -2% EL: +10% SED: +22% FY: -1%
1.4C	#/% of 9-12 grade student enrolled in Music courses disaggregated by student group  #/% of students participating in Elementary Band and Choir disaggregated by student group	9-12 Music Courses All: 1350/17% EL: 101/9% SED: 787/14% FY: 7/11%  *Elementary Band and Choir: All: 3499/84% EL: 613/87% SED: 2432/85% FY: 18/72%  (Q Student Information System 23-24) *Collected in 2024	9-12 Music Courses All: 1404/16% EL: 101/10% SED: 933/16% FY: 14/17%  Elementary Band and Choir: All: N/A EL: N/A SED: N/A FY: N/A  (Q Student Information System 24-25)		9-12 Music Courses All: 22% EL: 14% SED: 19% FY: 16%  Elementary Band and Choir: All: 90% EL: 90% SED: 90% FY: 90%	9-12 Music Courses All: -1% EL: +1% SED: +2% FY: +6%  Elementary Band and Choir N/A
1.5A	Percentage of pupils who meet UC/CSU a-g	All: 27.9% EL: 9.7% SED: 24.7%	All: 29.2% EL: 9.1% SED: 26.7%		All: 33% EL: 12% SED: 29%	ALL: +1.3% EL: -0.6% SED: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	college entrance requirements (4B)	(2023) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	(2024) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))			
1.5B	Percentage of pupils who successfully complete CTE course sequences (4C)	All: 45% EL: 33% SED: 43%  (2023) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 46.4% EL: 35.9% SED: 45.6%  (2024) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))		All: 50% EL: 38% SED: 48%	ALL: +1.4% EL: +2.9% SED: +2.6%
1.5C	Percentage of pupils who have successfully completed both types of courses described in 4B and 4C (4D)	All: 15.0% EL: 4.7% SED:12.9%  (2023) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 15.8% EL: 4.8% SED:15.0%  (2024) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))		All: 17.0% EL: 5.6% SED: 15%	ALL: +0.8% EL: +0.1% SED: +2.1%
1.5D	Percentage of pupils who pass an AP exam with a score of 3 or higher (4G)	All: 46.7% EL: 75% SED:12.9%	All: 57.5% EL: 56.4 % SED: 52.9%		All: 51% EL: 6% SED: 16%	All: +10.8% EL: -18.6% SED: +40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023) (Illuminate)	(2024) (Illuminate)			
1.5E	Percentage of pupils who demonstrate college preparedness by meeting or exceeding standard on 11th grade CAASPP (4H)	Math: 17.79% met or exceeded  ELA: 52.24% met or exceeded  (2023) (State Assessment Results- DataQuest)	Math: 19.54% met or exceeded  ELA: 54.35% met or exceeded  (2024) (State Assessment Results- DataQuest)		Math: 21.3% met or exceeded  ELA: 57.4% met or exceeded	Math: +1.75%  ELA: +2.11%
1.5F	Graduation rate: percent of pupils who meet MUSD graduation requirements disaggregated by student group (5E)	ALL: 91.2% EL: 83.9% SED: 89.7% FY: 77.8% TSSP: 79.3% SWD: 71.3%  (CA Dashboard- Graduation Rate 2023)	ALL: 91.2% EL: 85.1% SED: 90.9% FY: 47.6% TSSP: 87.6% SWD: 71.2%  (CA Dashboard- Graduation Rate 2024)		ALL: 93.9 EL: 87.2 SED: 93.3 FY: 81.7 TSSP: 83.3 SWD: 74.9	ALL: 0% EL: +1.2% SED: +1.2% FY: -30.2% TSSP: +8.3% SWD: -0.1%
1.5G	Broad course of study. Percentage of English Learner (EL) and Reclassified Fluent English Proficient students enrolled in high school should mirror enrollment in AP, VAPA, CTE and	ALL 9th-12th Grade Students: 7824 AP Classes: 15% VAPA Classes: 63% CTE Classes: 72% Year 3 and 4 World Language Classes: 8%  EL and Reclassified Fluent English	ALL 9th-12th Grade Students: 8583 AP Classes: 1233/14% VAPA Classes: 5215/61% CTE Classes: 6003/70%		commensurate with % of all students enrolled and their student group ALL 9th-12th Grade Students: AP Classes: % VAPA Classes: % CTE Classes: %	All 9th-12th Grade Students AP Classes: -1% VAPA Classes: -2% CTE Classes: -2% Year 3 and 4 World Language Classes: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>year 3 and 4 world language courses</p> <p>Percentage of English Learner (EL) students enrolled in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses</p> <p>Percentage of enrolled Socio-economically disadvantaged students in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses</p> <p>Percentage of enrolled Foster Youth students in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses (7A)</p>	<p>Proficient (RFEP) students enrolled in high school: 3402/43% AP classes: 17% VAPA Classes: 57% CTE Classes: 68% Year 3 and 4 World Language Classes: 11%</p> <p>EL ONLY (including LTEL) students enrolled in high school: 1041/13% AP classes: 2% VAPA Classes: 39% CTE Classes: 61% Year 3 and 4 World Language Classes: 16%</p> <p>Socio-economically disadvantaged students enrolled in high school: 5514/70% AP classes: 13% VAPA Classes: 38% CTE classes: 63% Year 3 and 4 world language courses: 2%</p> <p>Foster Youth students enrolled in high school: 58/0.7% AP classes: 0% VAPA Classes: 62% CTE Classes: 67%</p>	<p>Year 3 and 4 World Language Classes: 604/7%</p> <p>EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: 3315/39% AP classes: 584/17% VAPA Classes: 1998/60% CTE Classes: 2444/74% Year 3 and 4 World Language Classes: 332/10%</p> <p>EL ONLY (including LTEL) students enrolled in high school: 973/11% AP classes: 14/1% VAPA Classes: 480/49% CTE Classes: 571/59% Year 3 and 4 World Language Classes: 15/1.5%</p> <p>Socio-economically disadvantaged</p>		<p>Year 3 and 4 World Language Classes: %</p> <p>EL and RFEP AP classes: 22% VAPA Classes: 63% CTE Classes: 72% Year 3 and 4 World Language Classes: 16%</p> <p>EL ONLY (including LTEL) students enrolled in high school: AP classes: 6% VAPA Classes: 45% CTE Classes: 67% Year 3 and 4 World Language Classes: 19%</p> <p>Socio-economically disadvantaged AP classes: 16% VAPA Classes: 44% CTE classes: 69% Year 3 and 4 world language courses: 4%</p>	<p>EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: -4% AP Classes: 0% VAPA Classes: +3% CTE Classes: +6% Year 3 and 4 World Language Classes: -1%</p> <p>EL ONLY (including LTEL) students enrolled in high school: -2% AP Classes: -1% VAPA Classes: +10% CTE Classes: -2% Year 3 and 4 World Language Classes: -14.5%</p> <p>Socio-economically disadvantaged students enrolled in high school: -2% AP Classes: 0% VAPA Classes: +22% CTE Classes: 0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year 3 and 4 World Language Classes: 2%  (Q Student Information System 23-24)	students enrolled in high school: 5875/68% AP classes: 739/13% VAPA Classes: 3548/60% CTE classes: 3704/63% Year 3 and 4 world language courses: 378/6%  Foster Youth students enrolled in high school: 83/1% AP classes: 2/2% VAPA Classes: 51/61% CTE Classes: 50/60% Year 3 and 4 World Language Classes: 0/0%  (Q Student Information System 24-25)		Foster Youth students enrolled in high school: AP classes: 5% VAPA Classes: 68% CTE Classes: 73% Year 3 and 4 World Language Classes: 4%	Year 3 and 4 World Language Courses: +4%  Foster Youth students enrolled in high school: +0.3% AP Classes: +2% VAPA Classes: -1% CTE Classes: -7% Year 3 and 4 World Language Classes: -2%
1.5H	Percentage of pupils who met prepared on the College/Career Indicator (8A)	All: 38.6% EL: 16.3% SED: 35.2% FY: 7.4%  (Fall 2023)	All: 43.2% EL: 18.3% SED: 40.7% FY: 15.0%  (Fall 2024)		All: 41.6% EL: 20.8% SED: 39.7% FY: 15.0%	All: +4.6% EL: +2.0% SED: +5.5% FY: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(California School Dashboard)	(California School Dashboard)			
1.5I	<p># of 11th grade students enrolled in CTE courses disaggregated by student group</p> <p># of 12th grade students enrolled in CTE courses disaggregated by student group.</p>	<p>11th Grade Total # of 11th graders: 2001 ALL: 1426/71% EL: 133/53% SED: 914/64% FY:14/67%</p> <p>12th Grade Total # of 12th Graders: 1826 ALL: 1463/80% EL:167/80% SED: 890/74% FY:8/80%</p> <p>(2023-2024 Q Student Information System)</p>	<p>11th Grade Total # of 11th graders: 2174 ALL: 1484/68% EL: 147/51% SED: 912/62% FY:10/59%</p> <p>12th Grade Total # of 12th Graders: 2108 ALL:1478/70% EL:135/76% SED: 907/62% FY:18/81%</p> <p>(2024-2025 Q Student Information System)</p>		<p>11th Grade ALL: 76% EL: 58% SED: 69% FY: 72%</p> <p>12th Grade ALL: 80% EL: 85% SED: 79% FY: 85%</p>	<p>11th grade ALL: -3% EL: -2% SED: -2% FY: -8%</p> <p>12th grade ALL: -10% EL: -4% SED: -12% FY: +1%</p>
1.6A	<p>MAP Reading growth assessment results (4A) #/% of K-3rd grade students who met growth target Fall to Winter disaggregated by student group</p>	<p>All: 2628/ 37% EL: 648/31% SED: 937/35% FY: 17/39% TSSP:137/32% SWD: 253/29%</p> <p>Winter 2023 (Illuminate)</p>	<p>All: 2495 / 42% EL: 628 / 38.6% SED: 645 / 39.9% / FY: 12 / 57.1% TSSP: 206 / 30.9% SWD: 153 / 30.5%</p> <p>Winter 2024 (Illuminate)</p>		<p>All: 42% EL: 36 SED: 40 FY: 44% TSSP: 37% SWD: 34%</p>	<p>All: +5% EL: +7.6% SED: +4.9% FY: +18.1% TSSP: -1.1% SWD: +1.5%</p>
1.6B	<p>MAP Math growth assessment results (4A)</p>	<p>All: 3346/ 47% EL: 924/45% SED: 1175/44%</p>	<p>All: 3360 / 51.8% EL: 961 / 50.4% SED: 891 / 49.6%</p>		<p>All: 52% EL: 50% SED: 49%</p>	<p>All: +4.8% EL: +5.4% SED: +5.6%</p>



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	#/% of K-3rd grade students who met growth target Fall to Winter disaggregated by student group	FY: 17/39% TSSP:155/36% SWD: 360/40%  Winter 2023 (Illuminate)	FY: 16 / 64% TSSP: 147 / 37% SWD: 328 / 43.5%  Winter 2024 (Illuminate)		FY: 43% TSSP: 41% SWD: 45%	FY: +25% TSSP: +1 % SWD: +3.5%
1.7A	# of "refreshed" computers - K, 5th, 9th	6000  (I.T. reports 2023-2024 school year)	6000  (I.T. report 2024-2025 school year)		6000	0
1.7B	% of students accessing digital content using MUSD digital user account in the last 180 days.	95.31%  (I.T. reports 2023-2024 school year)	92.53%  (I.T. reports 2024-2025 school year)		98%	-2.78%
1.7C	#/% of students enrolled in technology-related courses in grades 9-12	All: 2623/34% EL:133/12% SED: 1057/19% FY:9/15%  (2023-2024 Q Student Information System)	All:2946/34% EL:243/25% SED: 1966/33% FY:32/39%  (2024-2025 Q Student Information System)		All: 38.5% EL: 16.5% SED: 23.5% FY: 19.5%	ALL: 0% EL:+13% SED:+14% FY:+24%
1.8A	% of year 2 inductee candidates who meet preliminary clear requirements (1A)	95%  (Induction reports 2023-2024 school year)	90%  (Induction reports 2024-2025 school year)		98%	-5%
1.8B	#/% of effective PLC's at school sites	Site Administrator Survey	Survey not given; eliminating this metric		TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Not Previously collected #/% of effective PLC's  (Site Administrator Survey 23-24)			#/% of effective PLC's	
1.8C	#/% of sites showing strong evidence of PBIS strategies and practices being utilized at school site.	12/29 41%  (Site Administrator Survey 24-25)	N/A		18/29 60%	N/A
1.8D	CAASPP average points from standard (pfs) in ELA and Mathematics disaggregated by unduplicated student group	ELA: all-student group: -32.1 pfs EL: -61.2 pfs FY: -108.6 pfs SED: -46.6 pfs  MATH: all-student group: -75.3 pfs EL: -99.3 pfs FY: -159 pfs SED: -89.9 pfs  (Fall 2023 CA Dashboard)	ELA: all-student group: -37.2 pfs EL: -67.7 pfs FY: -82.7 pfs SED: -45 pfs  MATH: all-student group: -77.1 pfs EL: -101.5 pfs FY: -153.3 pfs SED: -84.7 pfs  (Fall 2024 CA Dashboard)		ELA: all-student group: -28.9 pfs EL: -52.0 pfs FY: -92.3 pfs SED: -39.6 pfs  MATH: all-student group: -67.8 pfs EL: -84.4 pfs FY: -135.2 pfs SED: -76.4 pfs	ELA: all-student group: -5.1 EL: -6.5 FY: +25.9 SED: +1.6  MATH: all-student group: -1.8 EL: -2.2 FY: +5.7 SED: +5.2
1.9A	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) for the pupils they are teaching (1A)	80.1% (Data Quest 2023)	Updated data for 2024 has not yet been published (as of 6/2/2025)		85%	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9B	<p>Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic &amp; Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards</p> <p>(Local Indicator, Priority 2 Reflection Tool)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (2A)</p>	<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks</p> <p>ELA: 4.0 ELD: 1.8 Mathematics: 1.7 Next Generation Science Standards: 2.0 History/Social Science: 1.8</p> <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 3.8 ELD: 3.7 Mathematics: 4.0 Next Generation Science Standards: 4.0 History/Social Science: 4.0</p> <p>(Local Indicator Self-reflection Survey Spring 2024)</p>	<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks</p> <p>ELA: 3.84 ELD: 3.50 Mathematics: 3.80 Next Generation Science Standards: 3.00 History/Social Science: 2.84</p> <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 3.84 ELD: 3.73 Mathematics: 3.73 Next Generation Science Standards: 3.61 History/Social Science: 3.57</p> <p>(Local Indicator Self-reflection</p>		<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks</p> <p>ELA: 4.2 ELD: 2.0 Mathematics: 1.9 Next Generation Science Standards: 2.2 History/Social Science: 2.0</p> <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: 4.0 ELD: 3.9 Mathematics: 4.2 Next Generation Science Standards: 4.2 History/Social Science: 4.2</p>	<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks</p> <p>ELA: -0.16 ELD: +1.7 Mathematics: 2.1 Next Generation Science Standards: +1 History/Social Science: +1.04</p> <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks</p> <p>ELA: + 0.04 ELD: +0.03 Mathematics: - 0.27 Next Generation Science Standards: -0.39 History/Social Science: -0.43</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Survey Spring 2025)			
1.9C	% of students in the district having sufficient access to the standards-aligned instructional materials (1B)	100% (Williams' Act Outcomes 23-24)	100% (Williams' Act Outcomes 24-25)		100%	0%

## 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.

1.1 - fully implemented - MUSD implemented the articulated goal by hiring and retaining Teachers on Special Assignment (TOSAs), Instructional Support Specialists (ISS) and intervention teachers who provided training and support to teachers and sites about base curriculum, supplemental curriculum, and identified thinking strategies. Pull out days were supported as were reviews of site strategic plans, summer programs and conferences which supported English Language Arts. Consultants, as needed, were utilized on a district or site level, as determined by site strategic plans. Successes included being able to identify actual need through learning walk experiences, numbers of trainings, and support provided by TOSAs and ISSs. Relevant challenges include the mindset shift of truly recognizing and understanding Tier I instruction and individual student need.

1.2- partially implemented - MUSD was unable to hire two (2) planned Teachers on Special Assignment (TOSAs) with a focus on math. Instructional Support Specialists (ISS) provided training and support to teachers and sites on base and supplemental curriculum, identified thinking strategies, with some personnel openings left unfilled. Pull out days were supported as were reviews of site strategic plans, summer programs and conferences which supported Mathematics. Consultants, specifically Public Education and Business Coalition (PEBC) and San Joaquin County office of education support providers were utilized on a district or site level, as determined by site strategic plans. Successes included the coaching from PEBC and being able to recognize instructional shifts through learning walk experiences, numbers of trainings, and support provided by TOSAs and ISSs. Relevant challenges include the mindset shift of truly recognizing and understanding Tier I instruction and individual student need.

1.3 - fully implemented - The implementation of this goal focused on foundational steps. This year initial steps have been taken at the elementary level to help support teachers using the curriculum and connecting learning to the Next Generation Science Standards (NGSS). Amplify Curriculum is being used in K-8. New Teacher Trainings have been offered to support the use of the Amplify platform. Additionally, trainings were offered to help support returning teachers in ways to collect data on student learning utilizing the Amplify platform. With the move to Standards Based Report cards, there should be more focus on student learning of the Standards that are covered on the CAST. High school has worked to create Common Formative Assessments (CFAs) to increase discussion of student learning data for the NGSS and provide the next steps for instruction. Science teachers have worked to pilot several curricula and have selected one for adoption that aligns to the NGSS.

1.4 - partially implemented - The implementation of this goal was focused on Visual and Performing Arts (VAPA). Successes include the additional VAPA teachers hired, new electives offered specifically at K-8 schools, supplemental supplies were purchased and provided and the conferences, trainings and which were focused on unduplicated pupil needs. Two additional TOSAs were hired to at sites to assist with VAPA increases. Personnel challenges were a concern as there were not an abundance of trained music and other VAPA teachers available.

1.5 - fully implemented - Supported by LCFF Supplemental funds, MUSD career and educational pathways have continued to expand and refine. Counselors receive information on courses and pathways. Courses are reviewed for a-g compatibility and submitted for acknowledgement of allowability. Continued partnerships are fostered. MUSD is still working with Delta College to establish an Early College partnership; the process is complex and lengthy. The summer intern program continues to be a success.

1.6 - fully implemented- MUSD currently supports 30 General Education and 5 Special Day Class Transitional Kindergarten (TK). Successes include that all classrooms have an assigned teacher and paraprofessional. We are able to house all students. The standards-based reporting was implemented for the skills appropriate to this age/grade. The rooms are full of socially and developmentally appropriate manipulatives. Professional development has been spiraled so teachers receive the training they need, based on the amount of time they have been teaching this age of student. Vertical articulation was allowed via the district staff development days and the minimum days reserved for professional learning. The biggest challenge with implementation was the rapid pace of growth of Transitional Kindergarten classes. Each year of its preparation, MUSD has reacted quickly to open additional classrooms (after the beginning of the school year) due to more families expressing interest in having their children participate. In 24-25 it was 5 additional General Education and 2 additional SDC TK classes. This has required additional teachers, supervision and training, furniture and supplies, play structures, custodial time, etc. TK will now be a required offering, and MUSD will continue to provide the strong foundation of skills for school readiness. Plans for next year include 44 General Education and 10 SDC TK classes.

1.7 - fully implemented - MUSD continues to provide staff and students with appropriate technology to lessen the digital divide and make teaching more effective, with available information to individualize instruction. Challenges include validation of data and using new platforms to meet the needs of those requesting the data. Privacy and safety concerns are always in play, as are individual users comfort levels with data and technology.

1.8 - fully implemented - MUSD implemented the articulated goal by providing training to all sites and staffs around professional learning communities, multi-tiered systems of support, and positive behavioral interventions and supports. Learning was guided through Instructional leadership teams and is now at the site level to change how we think about teaching, learning, behaviors and individual student needs. With the constant turnover of staff, maintaining these systems is challenging and required repetition and recalibration.

1.9 - fully implemented - MUSD has actively minimized the number of vacant positions, updated formulas for staffing. Williams' monitoring data indicate that we have appropriate facilities and instructional materials. Challenges include having appropriately credentialed staff, which is being reviewed and supported by the Human Resources Department as well as several of the supplemental programs (Induction program) and teacher training supports.

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.

A threshold of 20% has been established as meeting the material difference guidelines for all actions.  
Information not yet available until after the calculators are available to the LEA.

- 1.1 - We exceeded our budget because we spent carryover funds which were not budgeted until after adoption. (books and materials, outside consultation services, paying staff for training and time, intervention teacher)
- 1.2 - Within material difference threshold
- 1.3 - Within material difference threshold
- 1.4 - Within material difference threshold
- 1.5 - Within material difference threshold
- 1.6 - Within material difference threshold
- 1.7 - Within material difference threshold
- 1.8 - We exceeded our budget because we spent carryover funds which were not budgeted until after adoption (added 3 COST TOSAs to various high schools, materials and supplies, outside consultation services, reclass costs of salaries for intervention teachers, BSPA, Behavior Analysts and Instructional Support Specialists)
- 1.9 - Within material difference threshold

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.

Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action: 1.1

Effectiveness: 2

Metrics: 1.1B, 1.1C, 1.1D, 1.6A, 1.6B

Analysis Statement: An in-depth analysis of MAP growth indicates the actions were effective for each of the unduplicated groups based on the increased percentage of students who are EL, SED and some FY, meeting growth targets on MAP reading assessments from Fall to Winter; increased percentage of teachers demonstrating strong evidence of Foundations strategies being utilized in the classroom contributing to increased proficiency scores on early reading benchmarks (phonics and word recognition) and an increase in the number and percentage of all students in grades K-3 who are meeting growth targets on MAP assessments.. Evidence from learning walks indicates that a greater number of classrooms are showing strong evidence of effective instructional strategies during Tier I instruction which we believe will continue to increase student outcomes.

Action: 1.2

Effectiveness: 2

Metrics: 1.2A, 1.2B, 1.2C

Analysis Statement: A comprehensive review of MAP growth and teacher behaviors suggests that the activities in this action have been effective for the unduplicated populations of ELs and SED, all K-3 students based on the number and percentage of students who are meeting MAP growth targets in these grades, as well as the learning walk observational data which sees a greater number of classrooms showing evidence of math thinking strategies leading to a slight increase of percentage of students meeting benchmark on CAASPP mathematics assessments. We expect growth to follow for all students.



Action: 1.3

Effectiveness: 1

Metrics: 1.3A

Analysis Statement: Comparing baseline data to current performance, students meeting or exceeding benchmark on CAST has decreased slightly (-1.21%) for all students. Work continues with piloting and adopting standards-based materials, using effective science teaching strategies, and finding relevant connections to students lives so that the coursework will help students meet grade level standards. MUSD believes the work on Tier 1 instruction, standards awareness, and responding to individual student need will improve student outcomes in science and on the CAST assessments.

Action: 1.4

Effectiveness:2

Metrics: 1.4A, 1.4B, 1.4C

Analysis Statement: Comparing baseline data to current performance, unduplicated populations have made slight increases in enrollment in targeted courses, while the 'all student' enrollment decreased minimally. It is unclear which activities included in the action contributed to the slight improvements by identified populations, but work with counselors and training are most likely correlated to improved outcomes.

Action: 1.5

Effectiveness: 2

Metrics: 1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G, 1.5H, 1.5I

Analysis Statement: Educational partner input coupled with Dashboard outcomes and the metrics mentioned above confirm that working with counselors, providing transportation, matching fund requirements for other available grants and providing access to specialized industry sector programs was effective in getting more students involved with CTE courses, is having a positive impact on English learners who increased their percentage of pupils who successfully completed CTE course sequences, passed an AP exam with a 3 or better, demonstrated college preparedness on the 11th grade CAASPP and met graduation requirements. Looking specifically at metrics 1.5G,H,I , there was definite growth in the number percent of students meeting "prepared" on the College/Career indicator - both the all-student group as well as each of the unduplicated populations (EL, SED, and FY); however, the % of students enrolled in CTE courses decreased in the all-student group as well as all unduplicated pupil groups, and the percent of unduplicated students enrolled in VAPA, AP, CTE and year 3 and 4 world language courses only consistently increased in the VAPA courses. All other course types had mostly negative growth or no growth.

Action: 1.6

Effectiveness: 3

Metrics: 1.6A, 1.6B, 1.1C, 1.1D

Analysis Statement: By evaluating MAP growth data for grades K-3 alongside educational partner feedback from Education Services personnel, it is clear that the implementation of Foundations, the support of Instructional Specialists, Teachers on Special Assignment, the learning walk process with the focus on Tier I instruction has improved the outcomes for K-3 students in ELA and Math. (1.6A/B) While the all-student group increased significantly on phonological awareness and word recognition assessments, unduplicated populations experienced little growth or no growth with the exception for SED students in word recognition (1.1C/D). Indications are that these supports are positively impacting student outcomes.

Action: 1.7

Effectiveness:2

Metrics: 1.7A,1.7B, 1.7C, 1.1B, 1.2B

Analysis Statement: Comparing baseline data to current performance, enrollment in technology-related courses in grades 9-12 has increased significantly for Foster youth, ELs and SED students (24%,13% and 6% respectively). Conclusions can be drawn that increased access to current technology, and availability of supplemental technology allows students to participate in the safe and productive use of the technological tools around them, fueling a natural desire to learn and grow. Technological tools were also utilized well by educators to identify student academic needs and respond appropriately in the standards which are lacking. In the academic assessments of standards in ELA and math, the all-student group decreased in the percent of students meeting growth targets while all unduplicated populations (EL, FY and SED) had increases in meeting growth targets in both subject areas.

Action: 1.8

Effectiveness: 2

Metrics: 1.8A, 1.8B, 1.8C, 1.8D

Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that the induction program had more participants than it was designed to support, yielding 5% fewer candidates meeting clear credential requirements. Changes have been made to improve the mentor support/inductee ratios and experience. When reviewing the average distance from standard on CAASPP assessments for the all-student and the unduplicated groups, all-students and ELs regressed in ELA and math, while foster youth and socio-economically disadvantaged students made gains in both content areas. Research indicates that experience of the teacher/instructor is a highly correlative factor to student outcomes on assessments such as CAASPP. Site principals indicate that there has been an increase in both effective PLC work as well as PBIS implementation at all school sites. These data were not tracked previously, but program and anecdotal information would indicate that the focus on positive behavioral support and professional learning communities is having a favorable impact. We expect the growth to become more evident as this is early in our 3-year cycle.

Action: 1.9

Effectiveness: 3

Metrics: 1.9A, 1.9C

Analysis Statement: A review of the base services provided by Manteca Unified continues to show that 100% of students have access to standards-aligned instructional materials, that site facilities are in good/excellent repair. Currently the data regarding appropriately assigned teachers is not available, and educational partners indicate that the percentage of fully credentialed, appropriately assigned teachers is increasing, and self-reflection tools help the district see that there is still some work to do as there is a significant disconnect between the professional learning related to the content areas and having instructional materials aligned with the curricular frameworks.

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.

1.1- Identified baseline data; Added a target outcome for metric 1.1D; Added AA in disaggregation for LREBG metric 1.1B

1.2- Identified baseline data; Added a target outcome for 1.2C; Added AA in disaggregation for LREBG metric 1.2B

1.4 - Identified baseline data; Added a target outcome for SED for metric 1.4A; 1.4C Identified baseline data and Target for year 3 outcome for Elementary Band and Choir

1.5 - The metric 1.5D is being calculated differently. The numerator stayed the same (number of students of a particular student group who passed the test with a 3 or better) while the denominator is now the number of students of the particular student group who took an AP assessment test instead of the total number of students of that student group in the district. Updated the baseline data and target for Year 3 Outcome; AP pathway was recognized. Added "Funds for AP testing costs will be available." JROTC was called out specifically as an additional college/career pathway.

1.6 - MUSD is not going to develop two Early Education Centers. The plan for supporting TK-K students has changed to opening up more Tk-K spaces at schools within resident neighborhood schools across the district while planning for early learning concentration hubs in new builds.

1.8 - Supplemental hours of paraprofessional support time were added. "peer/mentor" coaching was specified; identified baseline data; added target outcome for 1.8C. Eliminating metric 1.8B

**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	Supporting English Language Arts	This action promotes positive growth and achievement in English language arts (ELA) and encompasses all supplemental work designed to improve unduplicated student outcomes in this content area. ELA supports of improved Tier I strategies and skills of the teacher through training (salaries of those paid from restricted federal funds (ELA TOSAs) and that are identified and approved through site strategic plans, supplementary (timesheeted) hours and days (QISA), supplementary curricular pieces (such as Foundations, Writing Revolution, Exact Path, Edmentum), curriculum for non state-required courses (elective or in addition to required courses), training or professional learning to support/increase the ability and efficacy of teachers, administrators, support staff or other staff to accelerate student progress in ELA such as Foundations, identified thinking strategies, or pull-out training days. After reviewing site strategic plans, this action also provides supplemental ELA supplies, and all other site identified supplementary services to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include opportunities for summer learning (i.e. kinder bridge expansion, summer school offerings) conferences, consultants, or coaches virtually, in person or in a trainer of trainers model.	\$4,426,397.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action is identified as one which uses Learning Recovery Emergency Block Grant (LREBG) funds. Pursuant to Education Code Section 32526(c)(2)(B)(vi), MUSD will hire Teachers on Special Assignment (TOSAs) in the role of Instructional Support Specialists who will provide coaching and professional learning opportunities to teachers in the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Research in the K-12 educational field has shown that coaching can be an effective strategy for increasing student achievement.</p> <p>ExactPath, a student-based skill and practice site will also be funded. Research demonstrating its effectiveness can be found here: <a href="https://view-su2.highspot.com/viewer/ba6b984658384dc02b0275fc7da3b473">https://view-su2.highspot.com/viewer/ba6b984658384dc02b0275fc7da3b473</a></p> <p>Student growth will be the metric connected with the LREBG funding: 1.1B</p> <p>Budgeted LREBG -Year 1 2,843,970 Budgeted LREBG - Year 2 - \$2,489,473</p>		
1.2	Supporting Mathematics	<p>This action promotes positive growth and achievement in Mathematics and encompasses all supplemental work designed to improve student outcomes in this content area. Math supports include the salaries of those paid from restricted federal funds (District Math TOSAs) who are identified and approved through site strategic plans, supplementary (timesheeted) hours and days (QISA), supplementary curricular pieces or curriculum for non state-required courses, training or professional learning to support/increase the ability and efficacy of teachers, administrators (county, consultants, PEBC training), support staff or other staff to accelerate student progress in math, tutoring, supplemental math supplies, and all other supplementary services and supplies to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include conferences, consultants, or coaches (PEBC) virtually, in person or in a trainer of trainers model. Initiatives also include summer opportunities, Exact Path, and Edmentum.</p>	\$4,185,068.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action is identified as one which uses Learning Recovery Emergency Block Grant (LREBG) funds. Pursuant to Education Code Section 32526(c)(2)(B)(vi), MUSD will hire Teachers on Special Assignment (TOSAs) in the role of Instructional Support Specialists who will provide coaching and professional learning opportunities to teachers in the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. It will also fund PEBC coaching and Math Institutes as well as individual site pullout days and trainings focused on effective mathematics teaching strategies. Research in the K-12 educational field has shown that coaching can be an effective strategy for increasing student achievement.</p> <p>ExactPath, a student-based skill and practice site will also be funded. Research demonstrating its effectiveness can be found here: <a href="https://view-su2.highspot.com/viewer/ba6b984658384dc02b0275fc7da3b473">https://view-su2.highspot.com/viewer/ba6b984658384dc02b0275fc7da3b473</a></p> <p>Student growth will be the metric connected with the LREBG funding: 1.2B</p> <p>Budgeted LREBG -Year 1 \$ 3,147,904</p> <p>Budgeted LREBG - Year 2 \$2,489,473</p>		
1.3	Supporting Science	<p>This action promotes positive growth and achievement in Science and encompasses all supplemental work designed to improve student outcomes in this content area. Science supports include the salaries of those paid from restricted federal funds (Sci TOSA) that are identified and approved through site strategic plans, supplementary (timesheeted) hours and days (QISA), supplementary curricular pieces or curriculum for non state-required courses, training or professional learning to support/increase the ability and efficacy of teachers, administrators, support staff or other staff to accelerate student progress in science, supplemental science supplies, and all other supplementary services and supplies to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include conferences, consultants, or coaches virtually, in person or in a trainer of trainers model.</p>	\$250,826.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	After a thorough review of site strategic plans, this action promotes positive growth and achievement in additional core classes and encompasses all supplemental work designed to improve student outcomes in these content areas. Additional supports include the salaries of those paid from restricted federal funds that are identified and approved through site strategic plans, supplementary (timesheeted) hours and days, supplementary curricular pieces or curriculum for non state-required courses, training or professional learning to support/increase the ability and efficacy of teachers, administrators, support staff or other staff to accelerate student progress in additional core content areas, supplemental supplies, and all other supplementary services and supplies to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include conferences, consultants, or coaches virtually, in person or in a trainer of trainers model.	\$4,917,949.00	Yes
<b>1.5</b>	Supporting career and educational pathways	Research has shown that students in high school career education programs have higher graduation rates, improved academic achievement, and better employment prospects. Data indicate that unduplicated students involved in Career and Technical Education (CTE) courses are more likely to be college/career ready, complete a-g courses, and graduate from High School. MUSD will fund CTE classes (instructor salaries) and support certifications. Career Technical Student Organizations (CTSOs) will be supported. Dual enrollment opportunities will be sought out and expanded upon. Students will have access to specialized industry sector programs; matching fund requirements for grants such as the Agricultural Incentive Grant, CTEIG (Career Technical Education Incentive Grant); Early College partnership with Delta College will be reviewed and opportunities explored. Conferences/trainings/workshops will support teachers and students in gaining and maintaining industry knowledge and expertise. Counselors (Counselor salaries) will work with UPs to enroll in, and successfully complete course sequences. Transportation, if available, to enable participation. Partnerships with industry partners will continue (Health Sciences, Agricultural programs). Expanding work-based learning opportunities (Health Science, Education) to other pathways (Business),	\$17,236,516.00	Yes



Action #	Title	Description	Total Funds	Contributing
		internships for pathways that have not been imbedded previously. Summer Intern Program for MUSD high school students to help promote available CTE pathways. The AP pathway will be supported. Funds for AP testing costs for all students will be available as our unduplicated population is over 68% and the funds will primarily benefit high needs students. JROTC (military science and leadership training) will also be offered as a pathway which meets college/career needs.		
1.6	Supporting Tk-3 alignment and early education needs	Early education is associated with academic readiness and success. As we seek for increased academic success of our unduplicated pupils, a strong foundation of skills and pre-kindergarten readiness is necessary. MUSD recognizes the need for early support of learners and knowledge of effective strategies and methods for teaching at TK and early grades. Also recognized is the need to connect with families to instill an understanding of the need to attend school regularly and develop habits that contribute to school success. This action will fund the Early Education initiatives of the Teaching and Learning department at MUSD and the training associated with its mission. Paraprofessionals will help support identified needs at the elementary sites.	\$8,617,418.00	Yes
1.7	Supporting Technology, Digital Data and Assessment	The digital divide has shown impacts in the educational lives of unduplicated pupils for more than a decade. Giving students access to updated and current technology is one way to enhance learning, reduce barriers and increase access to information. Supplemental technology will include a technology "refresh", peripheral and replacement technology, training in the safe use of technology, and system-wide services/programs/filters to preventatively keep students safe in their use of technology. Artificial intelligence (AI) generative training, policy work, strategies for teaching and opportunities for students may be included. And digitally collecting, storing, monitoring and reporting data allows district users to disaggregate data by student group to make valid determinations of whether standards are aligned, being taught, and are being assessed/monitored. Most normed assessments are administered digitally. These data can be used to identify and respond to achievement/engagement gaps of unduplicated or underrepresented youth. Technology will also be supported in the classroom through	\$11,724,177.00	Yes



Action #	Title	Description	Total Funds	Contributing
		staffing, approved supplemental hardware and software, web-based programs and other technological needs of staff or students.		
1.8	Supporting System-wide work	With unduplicated pupils lagging behind the all student group in all academic areas, unduplicated pupils need effective teachers, strong systems and unified approaches to instruction and education. Based on overarching strategic plan analysis, a great portion of the work is improving the "system" as it supports students. Work with professional learning communities (PLCs) is achieved through coaching and support as well as training conferences for administrators or Instructional Leadership Teams (ILTs), and is recognized as necessary to unite staffs and school communities in having academic conversations and working as a cohesive unit to improve culture or make wholesale progress in mindset/belief and positive student outcomes of unduplicated pupils. Work and training associated with Multi-tiered systems of support (MTSS) or Positive Behavioral Supports and Interventions (PBIS) or similar types of whole-school shifts will be supported, again with training, peer/mentor coaching, conferences, and staff collaboration, to ensure each staff member is adequately trained and equipped to support the student who also is provided the necessary resources to be successful. Additional supplemental hours for paraprofessional student contact time will be added to fully support student needs. Training and supports for rigor and relevance of curricula will be provided. Training specifically for new teachers through our Induction program will be provided to teach and support staff and help our students be successful. Peer Assistance Review support for certificated staff. Instructional Support Specialists to support students and staff.	\$14,087,089.00	Yes
1.9	Supporting base personnel, curriculum, services and supplies	Education code/law requires that certain base conditions be met when educating students. MUSD functions under a core personnel plan that incorporates staffing ratios and trigger points which include input from bargaining units, a fixed salary schedule which is negotiated, a facilities plan which addresses construction, maintenance and operations which maintain the integrity of school building/grounds conditions, a Nutrition Education department, and a Health Services department which supports daily medical procedures, required attendance at IEP/SSTs, mandated	\$283,428,402.00	No

Action #	Title	Description	Total Funds	Contributing
		health screenings, etc. This action includes base salaries of formula-based certificated teachers, certificated administrators, classified support staff, classified administrators, and all other staff determined to be necessary to the base program. It also includes base curriculum in all required subjects, mandated services and required supplies necessary to run a classroom/ school/ district, transportation mandated by the board of education within indicated boundaries, and state-mandated translation of written materials.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Every student feels safe in the school environment inclusive of design, security and climate.	Broad Goal

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. As such, MUSD recognizes safety as an integral part of the district vision and mission. Student and community perceptions of safety are paramount in increasing student attendance rates, lowering suspensions/expulsions, bolstering student and family engagement, and strengthening the ability to focus and learn. Our inclusion of three areas: design, security and climate indicate our commitment to make safe the physical structures and surroundings, protect student/staff through implemented safeguards, and attend to the social/emotional health/safety of all of our students and staff. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive.

The socio-emotional needs of students are still at the forefront of educational partner input. The goal is to provide equitable access to services to help families keep their children and youth safe and healthy, in school and out of trouble with the end result being evidence of learning state standards. In addition, we want to develop the skills to develop and maintain healthy and safe lifestyles, build strong positive relationships and participate in the many and varied opportunities which help children and youth to make informed decisions and prepare for life after high school.

Research, as well as our community and student input, continues to indicate that the pandemic disproportionately impacted unduplicated students. Therefore, a focus on creating physical spaces, both indoor and outdoor, to ensure safety and improve school climate are desired. Each site created an individual strategic plan where the needs were identified more granularly; these plans were reviewed and incorporated into the district strategic plan, the LCAP. As unduplicated students appear to be in greater need of these services, they are principally directed to them. Sites indicate that activities and extrinsic rewards which incentivize and motivate students are successful in encouraging students, especially unduplicated pupils, in making progress toward their individual goals. Learning activities which are experiential such as educational excursions contribute to background knowledge which increases understanding of, and relationships between, academic subjects and personal lives which leads to improved comprehension and student achievement outcomes. MUSD will continue with its focus on making the educational experience safe in the areas of design, security and climate. The actions within this goal are designed to support the social, emotional, physical, and mental development and safety of unduplicated and all students and staff by building and supporting relationships between and among students, staff, parents and educational partners and by providing engaging and appealing learning

spaces and opportunities. Evidence of the impact of these actions will be manifest and monitored by survey responses, attendance, discipline and facilities data, and continued feedback from educational partners.

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1A	# of students participating in Nutrition Services Farmers Market	893 Students attended 5 Farmers Markets  (Nutrition Education Reports 2023-2024)	551 Students attended 5 Farmers Markets  (Nutrition Education Reports 2024-2025)		1000 students attend a Farmer's Market	-342
2.1B	# of healthy and nutritionally balanced meals served to MUSD students	Breakfast, Lunch, Snack and Supper 4,389,419 July 2023 through the end of April 2024  (Nutrition Education Reports 2023-2024)	Breakfast, Lunch, Snack and Supper 4,266,879 July 2023 through the end of April 2024  (Nutrition Education Reports 2024-2025)		Breakfast, Lunch, Snack and Supper 4,828,360	-122,540
2.1C	% of parents who say the school is effectively educating their child:	ALL:72% ELs: 73% SED: 76% FY: 48%  (District LCAP Climate Survey, 2024)	ALL: 74% ELs: 81% SED: 77% FY: 65%  (District LCAP Climate Survey, 2025)		ALL:81% ELs: 78% SED: 80% FY: 55%	ALL: +2% ELs: +8% SED: +1% FY: +17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1D	# of foster youth or students experiencing homelessness supported by Health services	2000 Students (Health Services Report 2023-2024)	2460 Students (Health Services Report 2024-2025)		2061	460 students
2.2A	% of students chronically absent (Student is absent 10% or more of the total days in which they are enrolled in the district) disaggregated by all students and unduplicated student groups (5B)	All: 26.6% EL: 26.1% SED: 30.2% FY: 32.8% SWD: 38.4% AA: 35.8%  (DataQuest 2023)	All: 22.0% EL: 22.5% SED: 23.9% FY: 32.0% SWD: 30.2% AA: 29.6%  (DataQuest 2024)		All: 21.1% EL: 21.0% SED: 25% FY: 27% SWD: 25% AA: 25%	ALL: -4.6% (improvement) ELs: -3.6% (improvement) SED: -6.3% (improvement) FY: -0.8% (improvement) SWD: -8.2% (improvement) AA: -6.2% (improvement)
2.2B	% of students who are suspended at least once (6A)	All: 4.9% AA: 11% AI: 12.5% EL: 4.3% FY: 23.8% TSSP: 9.9% PI: 7.3% SED: 6.0% SWD: 8.0%  (California Dashboard 2023)	All: 4.9% AA: 12.7% AI: 7.1% EL: 4.5% FY: 21.7% TSSP: 8.7% PI: 6.3% SED: 5.4% SWD: 8.1%  (California Dashboard 2024)		All: 4.4% AA: 9.9% AI: 11.3% EL: 3.9% FY: 21.4% TSSP: 8.9% PI: 6.6% SED: 5.4% SWD: 7.2%	All: 0% AA: +1.7% AI: -5.4% (improvement) EL: +0.2% FY: -2.1% (improvement) TSSP: -1.2% (improvement) PI: -1% (improvement) SED: -0.6% (improvement) SWD: +0.1%
2.2C	#/% of students expelled (6B)	43 Students 0.16%	Students 18 0.06%		0.13%	Students: -25 (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Q Student Information System 8/1/23-3/31/24)	(Q Student Information System 8/1/24-3/31/25)			-0.1% (improvement)
2.2D	# students served by Mentor program in targeted area	135 students  (Equity & Access Program reports 2024-2025)	N/A		200	N/A
2.2E	#/% of sites showing strong evidence of PBIS strategies and practices being utilized at school site ( strong evidence = TFI >80%).	12/29 41%  2024-2025 (Learning Walk Data)	N/A		18/29 60%	N/A
2.2F	<p>Surveys results on safety/connectedness (6C)</p> <p>Percentage of all pupils who feel safe at school at 5th, 7th, and 9th grade</p> <p>Percentage of students who feel connected to their school at 5th, 7th, and 9th grade</p> <p>Percentage of staff who feel safe at school</p> <p>Percentage of staff who feel connected to school</p>	<p>Safe:</p> <p>5th grade: 72%</p> <p>7th grade: 53%</p> <p>9th grade: 53%</p> <p>Connected:</p> <p>5th grade: 68%</p> <p>7th grade: 53%</p> <p>9th grade: 50%</p> <p>(California Healthy Kids Survey was completed in 2023-2024)</p> <p>Staff Feelings:</p> <p>Safety: 75%</p> <p>Connectedness: 88%</p> <p>(District LCAP Survey, 2024)</p>	<p>Safe:</p> <p>5th grade: 64%</p> <p>7th grade: 51%</p> <p>9th grade: 51%</p> <p>Connected:</p> <p>5th grade: 69%</p> <p>7th grade: 56%</p> <p>9th grade: 60%</p> <p>(District LCAP Climate Survey, 2025)</p> <p>Staff Feelings:</p> <p>Safety: 74%</p> <p>Connectedness: 81%</p>		<p>Safe:</p> <p>5th grade: 75%</p> <p>7th grade: 56%</p> <p>9th grade: 56%</p> <p>Connected:</p> <p>5th grade: 71%</p> <p>7th grade: 56%</p> <p>9th grade: 53%</p> <p>Staff Feelings:</p> <p>Safety: 78%</p> <p>Connectedness: 91%</p> <p>Parent Feelings:</p> <p>Student feels safe: 76%</p>	<p>Safe:</p> <p>5th grade: -8%</p> <p>7th grade: -2%</p> <p>9th grade: -2%</p> <p>Connected:</p> <p>5th grade: +1%</p> <p>7th grade: +3%</p> <p>9th grade: +10%</p> <p>Staff Feelings:</p> <p>Safety: -1%</p> <p>Connectedness: -7%</p> <p>Parent Feelings:</p> <p>Student feels safe: +4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of parents who indicate that their child feels safe and connected at school	Parent Feelings: Student feels safe: 73% Parent Connectedness: 22% (District LCAP Climate Survey, 2024)	(District LCAP Survey, 2025)  Parent Feelings: Student feels safe: 77% Parent Connectedness: 22% (District LCAP Climate Survey, 2025)		Parent Connectedness: 25%	Parent Connectedness: no change -0%
2.2G	# of documented Discipline incidents for identified students in Q prior to and after receiving Interfering Behavior Plans (IBPs).	Prior: 281 After: 106  (24-25 Innovation and Improvement Reports)	Prior: N/A After: N/A		Prior: 300 After: 100	N/A
2.2H	# of interventions with progress monitoring data documented in Q.	0 - not collected #/% of interventions with progress monitoring data  (23-24 Q Student Information System)	Discontinued- Data for this metric was not collected and will not be used		N/A  # of interventions with progress monitoring data	N/A
2.3B	High school drop out rates- percentage of pupils in grades 9-12 who stop coming to school and who do not enroll in another school (5D)	4.4%  (DataQuest Four-Year Adjusted Cohort Outcome 22-23)	4.3%  (DataQuest Four-Year Adjusted Cohort Outcome 23-24)		4.0%	+0.1%
2.3C	% of parents agree their school encourages	All: 74% EL: 88%	All: 71% EL: 86%		All: 77% EL: 91%	All: -3% EL: -2%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parental involvement disaggregated (3A-3C)	SED: 79% FY: *86% SWD: 71%  (23-24 LCAP Climate Survey) *2024 Climate Survey result	SED: 80% FY: N/A SWD: 68%  (24-25 LCAP Climate Survey)		SED: 82% FY: 90% SWD: 74%	SED: +1% FY: N/A SWD: +6%
2.3D	Positive attendance % - the average percent of students who attended school daily - disaggregated by unduplicated student group (5A)	All: 92.76% EL: 93% SED: 93% FY: 91%  (8/3/2023-3/31/2024 Q Student Information System)	All: 92% EL: 92% SED: 92% FY: 89%  (Q Student Information System)		All: 94% EL: 94% SED: 94% FY: 94%	All: -0.76% EL: -1% SED: -1% FY: -2%
2.3E	high school graduation rate (5E) % of students meeting high school graduation requirements disaggregated by all students and unduplicated student groups	All: 91.2% EL: 83.9% SED: 89.7% FY: 77.8%  (California Dashboard 2023)	All: 91.2% EL: 85.1% SED: 90.9% FY: 47.6%  (California Dashboard 2024)		All: 93% EL: 88% SED: 92% FY: 83%	All: 0% EL: +1.2% SED: +1.2% FY: -30.2%
2.3F	Average rating out of 5: Rate the district's progress in supporting family members to effectively participate in advisory groups such as School Site Council and English Learner Advisory Committee meetings,	3.78  (Local Indicator Survey Priority 3, Reflection Tool 23-24)	3.80  (Local Indicator Survey Priority 3, Reflection Tool 24-25)		3.85	+0.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and decision-making (3A)					
2.3G	Average rating out of 5: District progress in implementing programs for teachers to meet with families and students to discuss student progress, such as goal setting conferences, and ways to work together to support improved student outcomes.	3.73  (2024) (Local Indicator, Priority 3, Reflection Tool sent to SSCs and ELACs)	4.04  (2025) (Local Indicator, Priority 3, Reflection Tool sent to SSCs and ELACs)		3.84	+0.31
2.3H	# of community members receiving communications from the district (3B&C)  Number of Receivers of Blackboard messages  Number of Facebook Followers  Number of visits to district website (average) daily weekly monthly	Blackboard: 58,343  FB Followers: 7,173 Instagram Followers: 1,566 Twitter Followers: 1,200  Website Visits (Average): Daily: 2,237 Weekly: 15,661 Monthly: 70,474  (Community Relations Report 23-24)	Blackboard: 58,831  FB Followers: 7,694 Instagram Followers: 2,520 Twitter Followers: 1,181  Website Visits (Average): Daily: 4,044 Weekly: 8,833 Monthly: 26,366  (Community Relations Report 24-25)		Blackboard: 61,260  FB Followers: 7,531 Instagram Followers: 1,644 Twitter Followers: 1,260  Website Visits (Average): Daily: 2,348 Weekly: 16,444 Monthly: 79,997	Blackboard: +488  FB Followers: +521 Instagram Followers: +954 Twitter Followers: -19  Website Visits (Average): Daily: +1807 Weekly: -6828 Monthly: -44,108

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3I	#/% of staff and students who say that their school maintains its physical resources	Staff: 578 / 83% Students: 2543 / 75% (2024 LCAP Climate Survey)	Staff: 555 / 78% Students: 3005 / 75% (2025 LCAP Climate Survey)		Staff: 86% Students: 78%	Staff: -5% Students: 0%
2.3J	#/% of Staff safe at school #/% of Students who feel safe at school (6C)	Staff safe at school: 544 / 75% Students who feel safe at school 3525/61% (2024 LCAP Climate Survey)	Staff: 540 / 74% Students: 2461 / 59% (2025 LCAP Climate Survey)		Staff safe at school: 78% Students who feel safe at school: 64%	Staff: -1% Students: -2%
2.3K	#/% of schools rated good or exemplary from the FIT report reported in SARCs (1C)	28/100% (FIT Report 2023)	27/96% (FIT Report 2024)		100%	-1/-4%
2.3L	% of parents who feel the district keeps them well informed of events and activities	67% (LCAP Climate Survey 23-24)	69% (LCAP Climate Survey 24-25)		69%	+2%
2.4A	#/% of K-8 students districtwide who enroll in an ELOP enrichment club/activity. (8)	3899/15.58% (Q Student Information System 8/1/23-3/8/24)	4455/16% (Q Student Information System 8/1/24-3/8/25)		20%	+556/+0.42%
2.4B	#/% 9-12 of students participating in extra-	2524/37.6%	2144/23.7%		40%	-380/-13.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and co-curricular activities	(Q Student Information System 8/1/23-4/30/24)	(Q Student Information System 8/1/24-4/22/24)			
2.4C	#/% of 4th-8th grade students participating in Acorn League	2080 Students (Acorn Coordinator Report 23-24)	2160 Students (Acorn Coordinator Report 24-25)		2288 students	+80 Students
2.4D	Middle school drop out rates - percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school (5C)	0.19% (2023 CALPADS)	0.54% (CALPADS, 2023-24, Fall 1 - 8.1c)		0.15%	+0.35%

## 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.

2.1 - fully implemented - MUSD implemented the planned actions for this goal by providing a dedicated focus on health, safety and wellness which led to continued support of health services, safety supports and nutrition education. Students are supported as they manage diagnosed physical and mental health needs. Successes encompassed being fully staffed with nurse support for the first time while needing to include more personnel was an issue for safety concerns.

2.2 - fully implemented - MUSD was able to successfully implement individual and group counseling, connect students to resources for academic or attendance barriers, provide student and staff support for emotional learning, support students and families with outside resources to navigate challenges, and provide programs to support and reward positive behavior and mentoring programs. Challenges include the number of students who need additional support, working with outside vendors requires finding appropriate space/logistics, confidentiality/privacy concerns, and spreading the knowledge of program availability and worth.

2.3 - fully implemented - Manteca's Community Relations and Engagement Department has grown to support all sites and departments in helping students and families to understand what is happening at, and offered by, schools and district departments. In addition, most sites have an outreach liaison who is able to work with families to access needed resources and encourage school attendance. Challenges with this action include finding the most efficient and effective ways to communicate and receive feedback from families and students.

2.4 - fully implemented - This action increased the elective offerings at TK-8 schools, supported the ACORN league, and provided rewards and incentives for behavioral and academic growth and achievement as well as educational opportunities and experiences. Challenges include finding allowable and reasonable methods of motivation; providing electives through an appropriately credentialed employee, All planned actions were implemented as they were described in the 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.

A threshold of 20% has been established as meeting the material difference guidelines for all actions.  
Information not yet available until after the calculators are available to the LEA.

2.1 - Within material difference threshold

2.2 - Within material difference threshold

2.3 - Within material difference threshold

2.4 - We exceeded our budget because we spent carryover funds which were not budgeted until after adoption (unbudgeted expanded learning programs i.e. ELOP and ASES services, materials, contracts)

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.

Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action: 2.1

Effectiveness of Action: 2

Metrics: 2.1C

Analysis Statement: Educational partner input from parents and students indicate that the district is utilizing resources for health, safety, and academics which are having a positive impact on the effective education of child(ren). Parents and students associated with English learners and socio-economically disadvantages indicated greater satisfaction with the effectiveness of the education provided than the all-student group. Input from those associated with Foster Youth had a less favorable opinion than the all-student group, though it was improved from last year, likely due to the work of the newly acquired Foster counselor and social worker.

Action: 2.2

Effectiveness of Action: 3

Metrics: 2.2A, 2.2B, 2.2C, 2.2D, 2.2 E, 2.2F

Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that 41% of schools are showing strong evidence (>80%) of PBIS strategies. These program elements have contributed to a reduced expulsion rate and overall number of expulsions, produced 5 out of 8 identified student groups with improved suspension rates, and all students (including all unduplicated groups) with improved chronic absenteeism rates. While the percentage of students feeling safe at school decreased, the percentage of students feeling connected to their school increased. Overall improved outcomes indicate that these actions are producing desired results.

Action: 2.3

Effectiveness of Action: 3

Metrics: 2.3D, 2.3E

Analysis Statement: Reviewing high school graduation rates and positive attendance rates disaggregated by unduplicated groups shows that while the all-student group maintained an already strong graduation rate, two of three unduplicated groups (EL and SED) made improvements in their graduation rates, leading to the conclusion that the actions are effective in improving outcomes for unduplicated pupils. The one group that did not make increases (FY) is influenced by the fact that this group is extremely variable.

Action: 2.4

Effectiveness of Action: 3

Metrics: 1.1B, 1.2B, 2.2B, 2.3D

Analysis Statement: An in-depth analysis of the unique metrics above indicate that generally speaking, the action is having a positive impact on the unduplicated populations as the percentage of students meeting growth targets in ELA (EL: 7.1%; SED: 5.4%; FY 6.9%) and Math (EL: 9%; SED: 4.3%; FY: 12.9%) has risen; the percent of unduplicated students who are suspended at least once (FY: -2.1%; SED: -0.6%) has decreased (except for ELs). Though the positive attendance rate showed a slight decline, fewer students were chronically absent, made more academic gains and participated in engaging educational experiences and opportunities. Anecdotal conversations suggest that school cultures are shifting to be more focused on connection and a positive view of school.

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

2.1 - Additional yard supervisors have been added to supplemental safety support and well-being based on feedback from educational partners.

The baseline for metric 2.1C was inaccurately reported as 78% for ALL students when it should have been 72%. It has been adjusted. The metric for 2.1D has been clarified to read "number of foster youth or students experiencing homelessness supported by Health services" instead of "# of Homeless and Foster Youth referrals responded to by Health Services"

2.2A - The metric was expanded to include SWD and AA as an identified LREBG metric.

2.2D - Identified baseline data and Target for Year 3 Outcome.

2.2E - Identified baseline data and Target for Year 3 Outcome.

2.2G - Identified baseline data and Target for Year 3 Outcome.

2.2H - This metric is being discontinued.

2.3B - Baseline data source was adjusted to DataQuest, Target for Year 3 Outcome was updated.

2.3C - Identified baseline data for FY student group and updated Target for Year 3 Outcome.

2.3D - Added the expected outcome for unduplicated groups.

2.3H - The data reported in 2023 of the website visits was reported incorrectly due to the customization dates being pulled differently, so the outcomes which were likely similar show as significantly different.

2.2E - Clarification that strong evidence equated to a fidelity score of >80%; added a desired outcome of >60%

2.2G - refined metric to read "# of discipline referrals decreased when Interfering Behavior Plans (IPBs) were put in place"

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	Support for supplemental safety, well-being, and communications	Teaching students about taking care of themselves includes the combined efforts of the Nutrition Education Department, Health Services Department, Safety Department and others supplemental services and programs associated with Health and Wellness. This action supports educating students about personal health and safety, monitoring student safety during unstructured times, as well as community health and safety, nurse participation and interactions.	\$972,548.00	Yes
2.2	Support for improving school connectedness, attendance and behaviors	<p>Based on an overarching site strategic plan analysis and survey responses, there is a need to address chronic absenteeism and behaviors. Individual needs must be assessed and responded to in order to support students in achieving academic progress; School/District-wide behavioral programs (PBIS); partnerships; mentorship programs; increased counseling services; restorative practices; Coordination of Services Teams (COST); training for certificated and classified staff (i.e. CPI), Tier I classroom SEL curriculum support and programs, wrap-around services are available. Students will have access to school-based counseling.</p> <p>This action is identified as one which uses Learning Recovery Emergency Block Grant (LREBG) funds. Pursuant to Education Code Section 32526(c)(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. LREBG funding will support Tiered Wrap Around Services and supports provided by Board Certified Behavior Analysts and BSPAs. These funds will also provide Mental Health/Social-emotional learning</p>	\$22,249,392.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>supports for students, and pay for training and certifications for the district trainers. In addition, conferences related to teaching teachers how to support the social-emotional needs of students will be funded. Research strongly supports the provision of mental health and social-emotional services in K-12 public schools as a means to improve student achievement and highlight the importance of integrating mental health and social-emotional services into the educational framework to support student success.</p> <p>Social and Emotional Learning (SEL) and Student Benefits - ed files.eric.ed.gov</p> <p>The identified metrics will be 2.2A .</p> <p>Budgeted LREBG -Year 1    \$4,479,138</p> <p>Budgeted LREBG - Year 2    \$2,489,473</p>		
2.3	Support for families and students to actively engage with school	<p>Based on an overarching site strategic plan analysis, there is a need to address involving families in their children's education as it is paramount to student success. When families are meaningfully and continuously engaged in their children's learning and development, it has a positive impact on their child's health, academic, and well-being outcomes. MUSD is committed to informing parents of student activities and academic performance, increasing opportunities to engage with the school and incentivizing meaningful participation and partnership between the school, the student and the caregiver. Students actively engaging with school is important to lessen absenteeism. This action will fund: the Community Relations and Engagement Department and activities as they inform and invite (i.e. Standards Based Reporting); attendance trainings and communications; outreach assistants at sites; a parenting partners program, other assistive programs which promote a positive connection to school.</p> <p>Master planning facilities which are up-to-date and visually welcoming/comfortable enhance feelings of school connection and can</p>	\$1,195,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support students in adjusting to school environments, feeling safe and providing locations for educational relationships and learning.		
<b>2.4</b>	Engaging Educational Experiences and Opportunities	Based on an overarching site strategic plan analysis and educational partner input, there is a need to provide students with educational excursions, real world experiences, opportunities for participation in competitions. This action will support : Electives at 7th and 8th grades, and at high schools, ACORN league, rewards and incentives for improvement and achievement, before and afterschool opportunities, educational (i.e.science fair, math olympiad, Academic Decathlon, coding challenges) and educational excursions (i.e. science camp).	\$27,660,602.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Every student is supported within a multi-tiered system to realize their individual success.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Supporting every student on their individual pathway requires a system of support that takes into account the distinctiveness of personal goals and outcomes. Disaggregated data indicate that certain groups do not perform at the level that is being achieved by the "all student" group, and that a majority of "all students" are not meeting grade-level standards based on valid, aligned, meaningful, measurable data. This is not acceptable. Unduplicated populations specifically identified (English learners, low-income students, and foster youth) as well as others who demonstrate disproportionalities in student outcomes on the California Dashboard and in local assessments need additional support to achieve mastery of grade-level standards. This goal allows for the equitable (not equal) distribution of resources to meet the needs of those who are not achieving state-mandated standards. Some supports need to be provided within the classroom setting; other times the need is for outside-of-class resources. Sites indicate that activities and rewards which incentivize and motivate students are successful in assisting students in making progress toward their individual goals. Research supports experiential activities as contributing to background knowledge and increased understanding lead to improved achievement outcomes. Research is also strong in the correlation between students who attend regularly and find individual success in school. MUSD is implementing a plan of multi-tiered systems of supports to address needs in the least restrictive environment and to confirm that best learning happens through strong Tier 1 instruction. The actions within this goal are designed to focus on individual students and student groups which have historically underperformed. By working with impacted groups, identifying needs and combining resources, this goal will improve the academic achievement, college/career readiness, and school connectedness necessary for student success. MAP progress data and educational partner local survey feedback will help us to monitor progress and success in this area as will greater communication with the homes which will require additional translation to speakers of languages other than English and Spanish.

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1A	% of English learners making progress toward English proficiency based on individual ELPAC results (4E)	47.6% (California Dashboard 2023)	44.3% (California Dashboard 2024)		50%	-3.3%
3.1B	English Learner Reclassification rate % of English Learners who met MUSD reclassification requirements (4F)	13.7% (2022-2023 Q Student Information System)	13.2% (2023-2024 Q Student Information System)		15.2%	-0.5%
3.1C	#% of English learners identified as long-term English learners (LTEs) (4) (7B)	12.7% 1,183 (2022-23 DataQuest)	12.0% 1,130 (2023-24 DataQuest)		11.4%	-0.7% -53
3.1D	% of 3-12th grade English learners meeting growth target from Fall to Winter on MAP Reading and Math assessment (4)	Reading: 45.7% Math: 50.7% (NWEA Fall to Winter 23-24)	Reading: 42.5% Math: 52.2% (NWEA Fall to Winter 24-25))		Reading: 50.2% Math: 55.8%	Reading: -3.2% Math: +1.5%
3.1E	Learning walk data collected - % of classrooms using ELD base curriculum	61% 2024-2025 Student Programs Report)	N/A		70%	N/A
3.1F	Chronic absenteeism (Students absent 10% of more of the days enrolled in the district)	26.1% (22-23 DataQuest)	22.0% (23-24 DataQuest)		21.2%	-4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rate of English learners (5B for ELs)					
3.1G	% of English learners who are prepared on the college and career indicator	16.3% (California Dashboard 2023)	18.3% (California Dashboard 2024)		19.5%	+2%
3.1H	% English learners meeting graduation requirements	83.9% (California Dashboard 2023)	85.1% (California Dashboard 2024)		88%	+1.2%
3.1I	<p>Programs and services enable ELs to access the common core state standards including ELD standards (2B)</p> <p>Number of Rosetta Stone licenses: # being used by English learners at least 1 hr/year # being used by English learners at least 10 hours/year</p> <p># of Teachers Trained in BeGlad strategies out of total number of teachers (2B)</p>	<p>Licenses - 200 Number of students using Rosetta Stone At least one hour: 113 At least 10 hours: 17</p> <p>(Rosetta Stone Usage Report 23-24)</p> <p>#/% of Teachers Trained in BeGlad strategies: 78/7%</p> <p>(Student Programs Report 23-24)</p>	<p>Licenses - 205 Number of students using Rosetta Stone At least one hour: 113 At least 10 hours: 27</p> <p>(Rosetta Stone Usage Report 24-25)</p> <p>#/% of Teachers Trained in BeGlad strategies: 126/11%</p> <p>(Student Programs Report 24-25)</p>		<p>Number of students using Rosetta Stone At least one hour: 123 At least 10 hours: 37</p> <p>#/% of Teachers Trained in BeGlad Strategies 156/14%</p>	<p>Licenses - 5 Number of students using Rosetta Stone At least one hour: 0 At least 10 hours: +10</p> <p>#/% of Teachers Trained in BeGlad Strategies +48/4%</p>
3.1J	#/% of students in New Horizons Summer	New Horizons Summer Academy	New Horizons Summer Academy		New Horizons Summer Academy	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academy showing growth from pre to post writing assessment  #/% of students in EL Summer Academy showing growth in each of 4 ELPAC domains on post assessment	15/37%  EL Summer Academy 8/70% Reading 5/41% Writing 2/17% Listening 5/42% Speaking  (2024-2025 Student Programs Report)	N/A  EL Summer Academy N/A Reading N/A Writing N/A Listening N/A Speaking		50%  EL Summer Academy % of students showing growth _75%_ Reading _50%_ Writing _30%_ Listening _50%_ Speaking	
3.2A	LCAP survey responses: % of caregivers of Foster Youth who perceive emotional health and well-being as good or excellent	46%  (LCAP Climate Survey 2024)	insufficient respondents to yield a result  (LCAP Climate Survey 2025)		50%	n/a
3.2B	FY disaggregated data on the dashboard (CAASPP results, if possible); graduation rate, suspension rate; chronic absenteeism rate; CCI, Math, ELA, metrics taken as a group (7B)	Grad Rate: 77.8% Suspension rate: 23.8% Chronic Absenteeism rate: 30.1% College/Career Ready: 7.4% Math: 159 pts below standard ELA: 108.6 pts below standard  (California Dashboard 2023)	Grad Rate: 47.6% Suspension rate: 21.7% Chronic Absenteeism rate: 22.7% College/Career Ready: 15.0% Math: 153.3 pts below standard ELA: 82.7 pts below standard  (California Dashboard 2024)		Grad Rate: 81.7% Suspension rate: 21.4% Chronic Absenteeism rate: 27% College/Career Ready: 10% Math: 143 pts below standard ELA: 97.7 pts below standard	Grad Rate: -30.2% Suspension rate: -2.1% (improvement) Chronic Absenteeism rate: -7.4% College/Career Ready: +7.6% Math: -5.7 pts ELA: -25.9 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2C	% of FY meeting growth target on Reading MAP Growth assessment - Fall to Winter	FY: 49.5%  (NWEA Fall to Winter 23-24)	41.7%  (NWEA Fall to Winter 24-25)		54.4%	-7.8%
3.2D	% of FY meeting growth target on Math MAP assessment - Fall to Winter	FY: 52.2%  (NWEA Fall to Winter 23-24)	48.9%  (NWEA Fall to Winter 24-25)		54.8%	-3.3%
3.2E	# of Foster Students with contact from the counselor and/or outreach assistant.	Counselor: 157 Outreach Asst: 76  (2024-2025 Student programs reports)	Counselor: N/A Outreach Asst: N/A		Counselor: 200 Outreach Asst: 100	N/A
3.3A	Base (district-adopted) and appropriate supplemental (district - approved) programs provided to students with disabilities (7C) % of classrooms showing evidence of teachers utilizing the base and supplemental curriculum (Math In Practice, Bridges, Math Links, Number Worlds, Reading Plus, Lexia, Sound Sensible/SPIRE, Attainment) as evidenced by Learning Walks	50% - no evidence of base 50% - evidence of base  26%- 1 piece 2%- 2 pieces supp 3%- 3 pieces supp  (Fall 2023 Learning Walks - SWD Dept)	17.6% - no evidence of base 50% - evidence of base  23.1%- 1 piece 22.1%- 2 pieces supp 34.7%- 3 pieces supp  (2024 Learning Walks - SWD Dept)		0% - no evidence of base 100% - evidence of base  75%- 1 piece 50%- 2 pieces 25%- 3 pieces	-32.4% - no evidence of base 0% - evidence of base  -2.9% 1-1-piece +20.1% 2 pieces supp +31.7% 3 pieces supp



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3B	Number of progress reports for students with IEP's being completed as monitored by audits of Progress Reports after 1st, 2nd and 3rd trimesters; 1st, 2nd, 3rd, and 4th quarters	80% out of the 10% audited has progress reports completed  (SWD Department reports 23-24)	82% out of the 10% audited has progress reports completed  (SWD Department reports 24-25))		100%	+2%
3.3C	# of students who did not have initial IEPs completed within the 60 day timeline as monitored monthly by the SEIS dashboard	8 Students  (SWD Department reports 23-24)	0  (SWD Department reports 24-25)		0	-8 (improvement)
3.3D	% of SWD in general education >80% in grades UTK-8, in grades 9-12	Grades ALL: 40% Grades UTK-8: 52% Grades 9-12: 14.5%  (SWD Department reports 23-24)	Grades ALL: 50% Grades UTK-8: 60% Grades 9-12: 29%  (SWD Department reports 24-25)		Grades ALL: 72% Grades UTK-8: 72% Grades 9-12: 72%	Grades ALL: +10% Grades UTK-8: +8% Grades 9-12: +14.5%
3.4A	#/% meeting growth target on MAP Reading assessment Fall to Winter- disaggregated by all students/SED/TSSP	All: 10651/48.24% SED: 3879/40% TSSP: 525/36%  (NWEA Fall to Winter 23-24)	All: 9971/45.7% SED: 2787/45.2% TSSP: 1067/43.9%  (NWEA Fall to Winter 24-25)		All: 53% SED: 46% TSSP: 41.4%	All: -680/-2.54% SED: -1092/+5.2% TSSP: +5442/+7.9%
3.4B	#/% meeting growth target on MAP Mathematics assessment Fall to Winter- disaggregated by all students/SED/TSSP	All: 12070/54.38% SED: 4444/46% TSSP: 586/40%  (NWEA Fall to Winter 23-24)	All: 12054/53.4% SED: 3230/50.4% TSSP: 1295/51.2%  (NWEA Fall to Winter 24-25)		All: 59.8% SED: 52.9% TSSP: 46%	All: -16/-0.98% SED: -1214/+4.4% TSSP: +709/+11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5A	#/% meeting growth target on MAP Reading assessment Fall to Winter- disaggregated by all students, Socio-economically disadvantaged, TSSP, English Learner, Foster Youth, African American, American Indian, Asian, Filipino, Hispanic, Native Hawaiin/Pacific Islander, White, Two or More races	All: 10651/48.24% SED: 3879/40% TSSP: 525/36% EL: 1932/36% FY: 53/36% AA: 1172/50% AI: 87/44% AS: 3930/51% FI: *563 / 47.7% HI: 12102/48% PI: 252/58% WH: 3161/49% TOM: 849/54%  (NWEA Fall to Winter 23-24) * NWEA Fall to Winter 24-25)	All: 9971 / 45.7% SED: 2787 / 45.2% TSSP: 1067 / 43.9% EL: 1800 / 42.2% FY: 44 / 48.9% AA: 498 / 43.0% AI: 28 / 43.1% AS: 1582 / 50.0% FI: N/A HI: 5398 / 44.6% PI: 122 / 48.0% WH: 1369 / 45.7% TOM: 414 / 45.8%  (NWEA Fall to Winter 24-25)		All: 50.4% SED: 41.8% TSSP: 37.6% EL: 37.6% FY: 37.6% AA: 52.2% AI: 46% AS: 53.3% FI: 50.0% HI: 50.2% PI: 60.61% WH: 51.2% TOM: 56.4%	All: -2.54% SED: +5.2% TSSP: +7.9% EL: +6.2% FY: +12.9% AA: -7% AI: -0.9% AS: -1% FI: N/A HI: -3.4% PI: -10% WH: -3.3% TOM: -8.2%
3.5B	#/% meeting growth target on MAP Mathematics assessment Fall to Winter- disaggregated by all students, Socio-economically disadvantaged, TSSP, English Learner, Foster, African American, American Indian, Asian, Filipino, Hispanic, Native Hawaiin/Pacific Islander, White, Two or More races	All: 12070/54.38% SED: 4444/46% TSSP: 586/40% EL: 2278/42% FY: 53/36% AA: 627/52% AI: 50/57% AS: 2346/58% FI: *724 / 59.9% HI: 6533/52% PI: 132/51% WH: 1772/55% TOM: 540/54%  (NWEA Fall to Winter 23-24)	All: 12054 / 53.4% SED: 3230 / 50.3% TSSP: 1294 / 51.5% EL: 2325 / 51.0% FY: 48 / 49.0% AA: 621 / 51.9% AI: 31 / 45.6% AS: 1917 / 58.2% FI: N/A HI: 6414 / 51.2% PI: 136 / 53.3% WH: 1671 / 54.7% TOM: 543 / 57.6%  (NWEA Fall to Winter 24-25)		All: 56.4% SED: 48.1% TSSP: 41.8% EL: 43.9% FY: 37.6% AA: 54.5% AI: 59.6% AS: 60.6% FI: 64% HI: 54.3% PI: 53.3% WH: 57.4% TOM: 56.4%	All: -0.98 SED: +4.3% TSSP: +11.5% EL: +9% FY: +13% AA: -0.1% AI: -11.4% AS: +0.2% FI: N/A HI: -0.8% PI: +2.3% WH: -0.3% TOM: +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* NWEA Fall to Winter 24-25)				

## Goal Analysis [2024-25]

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

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

3.1 - fully implemented - This implementation focused on English learners, working to ensure that our students acquiring additional language have the resources needed to be successful. MUSD implemented this action by improving instruction for English Learners through teacher training; supporting students in the classroom in small group setting with paraprofessionals; Communicating with parents for student progress; utilizing a data platform to monitor student progress; and using additional programs to help improve English proficiency. Conferences to support training and professional development were also an expenditure. Successes include the many options for training, and the availability of support for students during the summer months and outside of the school day. Relevant challenges include not being able to mandate training time, and student contact time. In addition, making time within the instructional day to concentrate solely on English learner needs is difficult. Also need to increase translation to Punjabi speakers in many schools in the district.

3.2 - implemented as planned - the implementation process focused on hiring and timesheeting personnel to manage intake meetings, coordinate transportation, participate in COST and increasing support for foster youth. In Region 5, a counselor and outreach assistant were hired. Personnel meet with the Director of Student Programs to coordinate services, identify needs, involve other departments and services. Notable successes include the personnel organization in the targeted Foster Youth area (Region 5) which we believe contributed to the exit of Foster Youth from Differentiated Assistance eligibility. The relevant challenges include the changing nature of needs, locations, and training for personnel.

3.3 - partially implemented - Overall, the implementation included working with teachers to improve strong Tier I teaching with systemwide professional learning. A major obstacle encountered was the ability to hire fully credentialed teachers and fill paraprofessional positions. One highlight of the implementation process was providing and using district adopted materials in the classrooms.

3.4 - fully implemented - In summary the implementation focused on providing resources and supplies to help students experiencing homelessness; providing transportation for migrant students to/from ELA/Math support programs; providing internet access for qualifying students to access core curriculum; and identifying other barriers to school attendance and success which can be helped by available resources. Successes include the transportation for migrant students especially when transportation is challenging due to a nationwide lack of qualified drivers. Coordination of transportation times is a constant challenge.

3.5 - implemented as planned - this action, similar to Action 2.2, connects students to resources for academic or attendance barriers, provide student and staff support for emotional learning, support students and families with outside resources to navigate challenges, and provide programs to support and reward positive behavior and mentoring programs. Challenges include the number of students who need additional support, working with outside vendors requires finding appropriate space/logistics, confidentiality/privacy concerns, and spreading the knowledge of program availability and worth.

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.

A threshold of 20% has been established as meeting the material difference guidelines for all actions.  
Information not yet available until after the calculators are available to the LEA.

- 3.1 - Within material difference threshold
- 3.2 - Within material difference threshold
- 3.3 - Within material difference threshold
- 3.4 - Within material difference threshold
- 3.5 - An addition of a mentoring contract/program for 2 sites.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.

Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

The actions outlined in Goal 3 helped make progress toward the district goal of 'Every student is supported within a multi-tiered system to realize their individual success.'

Action: 3.1

Effectiveness of Action: 2

Metrics: 3.1B, 3.1C, 3.1D, 3.1E, 3.1F, 3.1G, 3.1H, 3.1I, 3.1J

Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that a majority of the metrics employed show growth for English learners. Evidence of teachers using designated English language development curriculum and teacher participation in programs like BeGlad have contributed to an increase in graduation rate and lessening the number of LTELs being identified. Some metrics, such as reclassification rate, may have produced lesser results due to criteria changes outside of the action such as the % standards met requirement associated with the new standards-based reporting. Though teachers were trained in BeGlad strategies, learning walk data did not indicate a significant shift in instructional strategies. Actions including Rosetta Stone and BeGlad will be watched and evaluated for continued effectiveness.

Action 3.2

Effectiveness of Action: 2

Metrics: 3.2A, 3.2B, 3.2C, 3.2D

Analysis Statement: Suspension rate, chronic absenteeism rate dropped, College/career ready percentage increased. Other academic indicators fell including graduation rate, math and English language arts distance from standard measurements. There was a division of effectiveness. Bringing a spotlight onto who our foster students are with the foster counselor and the counselors at the high schools helped to identify their needs in the attendance and behavior areas. More focus and efforts need to be made on the academic outputs.

Action: 3.3

Effectiveness of Action: 3

Metrics: 3.3A, 3.3B, 3.3C, 3.3D

Analysis Statement: These are the Compliance Improvement Monitoring (CIM) actions/goals which we have incorporated in the LCAP. An in-depth analysis of the actions reveals that as of 3/2025, UTK-12 has 50% of students in GE =80%. This is an 8 % increase from June 2024, and 4% since October 2024. This is up 13% from the annual determination letter data which was taken in October 2024. When breaking down by elementary and high school, UTK-8 has 60% of SPED students in GE =80, while high school is at 29% being in GE =80. Elementary increased 7%, and HS increased by .5% from October 2024. A great improvement was seen in the number of students whose initial IEP was outside of the 60-day timeline, and the number of progress reports completed. This is likely due to the increased focus on these areas and the upkeep of SEIS data. Learning walks indicate that teachers are using the adopted base and supplemental curricula for their classrooms and students. This action is seeing improvement in all identified metrics.

Action: 3.4

Effectiveness of Action: 2

Metrics: 3.4A, 3.4B

Analysis Statement: Similar to other analyses, the action revealed that it was effective in addressing the needs for the unduplicated populations, but not for the all-student group, as the percent of students meeting growth targets in both ELA and math increased for the socioeconomically disadvantaged and students experiencing homelessness groups. As is believed in other areas, a focus on identifying the students and working with those who support them has led to the increases in student outcomes.

Action: 3.5

Effectiveness of Action: 2

Metrics: 3.5A, 3.5B

Analysis Statement: Comparing baseline data to current performance, 7 of the identified groups made progress toward the goal while 5 had a minor regression. The gains were all larger than the losses as the greatest regression was only 1.4% while the greatest gain was 13% (Foster Youth). Reviewing ethnicities, academic progress was greatest wherever there was a focus.

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 explanation of why MUSD developed this goal was updated.

3.1 - Goal was expanded to identify translation services for languages other than Spanish.

3.1E - Identified baseline data and Target for Year 3 Outcome

3.1J - Identified baseline data and Target for Year 3 Outcome

3.2E - metric was adjusted to count contacts instead of student perception of benefit. Identified baseline data and Target for Year 3 Outcome

3.3 - removed "teacher mindset" from the action description

3.3D - type in metric was corrected

3.5A - Identified baseline data and Target for Year 3 Outcome

3.5B - Identified baseline data and Target for Year 3 Outcome

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support for Emerging Bilinguals (English learners)	This action will fund BeGLAD trainings, Ellevation, TOSAs focusing on designated and integrated ELD support, summer EL program, and identified needs for LTELs and newcomers, interventions, tutoring, timesheeting, bilingual paraprofessionals, supplemental language supports (i.e. Rosetta Stone); training for teachers in designated ELD/ integrated language support (i.e. GLAD), technology to enhance understanding and increase connectivity/engagement, specific services, and supplies to meet individual needs of ELs as identified by data. Supplemental translation/interpretation and support for communication. Extended learning opportunities (before/after school, summer, breaks), increased opportunities for participation; assessment and monitoring and tracking for EL, LTEL, RFEP students.	\$7,033,669.00	Yes
3.2	Support for Foster Youth	This action is connected to Differentiated assistance work and will fund district and site personnel/timesheeting Liaison/Point Of Contact, intake meetings; Resources provided including transportation, participation in Coordination of Services Team (COST) meetings (timesheeting); increased Health Services support for students; Outreach assistants to support youth and families in getting connected to other available services in the immediate area, provide school supplies and academic support as outlined in the link to the Foster Plan. A specific focus in Region 5 to address foster youth with a foster outreach assistant for the region and a foster youth guidance counselor.	\$277,979.00	Yes
3.3	Support for Students with Disabilities	Identified as a student group eligible for differentiated assistance, Students with Disabilities is consistently performing below the all-student group in all areas. Resources to improve student outcomes coincide with the Compliance and Improvement Monitoring (CIM) Plan which is managed by	\$56,806,582.00	No

Action #	Title	Description	Total Funds	Contributing
		the Department of Special Education. Community engagement sessions have yielded good questions and working with the differing staff serving students with disabilities has been, and continues to be, a slow, emotional process - helping each individual understand and embrace his/her role in student learning. Goals for this student group include 1)Improving strong Tier I teaching which requires systemwide professional learning on tiered systems of support; 2) Programming/Block Scheduling as we work to increase the number/percent of special education students that are educated with their general education peers for greater than 80% of the day which requires partnering with high school site administration and their supervisors in relation to the master schedule and calendaring for the upcoming years, training for teachers on scheduling services to meet student needs, and a specific focus on math curriculum to ensure students are able to access content with appropriate prerequisite courses and skills.		
<b>3.4</b>	Support for Socio-economically disadvantaged youth	Research has determined that the greatest correlational factor to low student academic outcomes is a socio-economic disadvantage. Students from high poverty concentration areas display lesser rates of success on standardized tests and overall success in school. This action supports work to remove the barriers of socio-economic disadvantage by staff members including homeless outreach assistants, a health and safety specialist and others site personnel who timesheet. Specific plans for students experiencing homelessness have been developed through the Health Services department including outreach to families and providing supports and supplies for them.	\$1,373,096.00	Yes
<b>3.5</b>	Other supports and services	Based on identified needs for all, and individual, students and in order to improve academic outcomes and school experiences, salaries/extra time for personnel providing additional services and supports in meeting specific needs, achieving academic and social success, and increasing engagement of families and communities.	\$485,642.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<p>By June of 2027, support services will be provided to French Camp Elementary to assist all students specifically its student groups in need by providing funding and services to:</p> <p>A. reduce its rate of chronic absenteeism and suspensions for all students, including English learners, LTELs, TSSP, SWDs and white students by implementing actions which increase student engagement and feelings of connectedness based on 2023 California Dashboard</p> <p>B. reduce the rate of chronic absenteeism for English learners by implementing actions which increase student engagement and feelings of connectedness as measured by the California Dashboard</p> <p>C. improve student performance in ELA for students experiencing homelessness, students with disabilities and English learners by providing services that bolster foundational reading, comprehension and writing skills as measured by MAP growth and achievement data.</p> <p>D. improve student performance in Mathematics for all students, specifically English learners, Hispanic, students experiencing homelessness, socio-economically disadvantaged and students with disabilities by providing supplemental services and supports, additional training for teachers and site-specific professional development as measured by MAP growth and achievement data.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

French Camp Elementary is a rural TK-8 school in Manteca Unified. The population is comprised of 90.2%% socio-economically disadvantaged students and 52.3% English language learners. Analysis of the 2024 Fall California Dashboard indicated a significant need for math support for all students (103.7 points below standard) specifically EL, TSSP(students experiencing homelessness), SWD, SED and HI and a continuing need for English language arts support, particularly among English learners (86.2 points below standard), students experiencing homelessness (84.4 points below standard), and students with disabilities (112.2 points below standard). French Camp already has a relatively low suspension rate at 2.3% of students being suspended at least once, but previous groups are being monitored for additional need in sub goal (a). Chronic absenteeism is high for the overall population at 28.2%, and English learners were in the red in this area with a 28.9% chronic absenteeism rate. Other student groups, including long term English learners, students with disabilities, white and students experiencing homelessness all have high chronic absenteeism rates which will be addressed with this goal. Supports in this area would benefit all student groups at French Camp, according to the feedback from the engagement meeting. There are several living quarters

for the unhoused in the area and working with these students in ELA as well as other academic areas was requested by the students as well as other educational partners. Other student groups ranged between 65.7 and 112 points below standard on the CAASPP ELA assessment, so goals to increase achievement in English language arts would benefit the entire school, still being primarily developed for those identified as English learners or students experiencing homelessness. The key prioritized aim is to close the equity gap for our highest need students and increase their success in school. MUSD plans to improve the mathematics and English language arts performance through the actions included in this goal and will measure progress with local assessments (MAP growth data) as well as state assessment data (CAASPP) differentiated by student group. Additional actions will also serve to bring down chronic absenteeism by measuring engagement opportunity access and participation, differentiated by student group.

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = WhiteH = White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1A	% of students at French Camp (FC) who are absent 10% or more of the days in which they are enrolled in the district	All: 33% EL: 29.3% LTEL: *24% SWD: 39.5% TSSP: 36.9% WH: 40.7%  (Fall 2023 CA Dashboard)  *Fall 2024 Dashboard	All: 28.2% EL: 28.9% LTEL: N/A SWD: 36.2% TSSP: 22.7% WH: 34.9%  (Fall 2024 CA Dashboard)		All: 19% EL: 19% LTEL 19% SWD: 19% TSSP: 19% WH: 19%	All: -4.8% (improvement) EL: -0.4% (improvement) LTEL: n/a SWD: -3.3% (improvement) TSSP: -14.2% (improvement) WH: -5.8% (improvement)
4.1B	%/# of students at French Camp who participate in K-8 ELOP and/or Acorn League	K-8 ELOP: 28%/13  (Q Student Information System 23-24)  Acorn League Not previously tracked %/# of students that participated in 4th-8th grade Acorn League	K-8 ELOP: 41%/21  (Q Student Information System 24-25)  Data not collected. Metric being discontinued.		K-8 ELOP: 33%  ACORN League:	+13%/+5  Acorn League

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(23.24 Acorn League Coordinator Report)	(24-25 Acorn League Coordinator Report)			
4.1C	%/# of students at French Camp who reported they feel they have friends, respect teachers/staff, and feel comfortable talking to staff	Have friends: 30/91% Respect Teachers/Staff: 24/69% Feel comfortable talking to teachers/staff: 18/60%  (LCAP Survey 23-24)	Have friends: 78/86% Respect Teachers/Staff: 63/72% Feel comfortable talking to teachers/staff: 52/70%  (LCAP Survey 24-25)		Have friends : 94% Respect Teachers/Staff: 72% Feel comfortable talking to teachers/staff: 63%	Have friends: -5% Respect Teachers/Staff: +3% Feel comfortable talking to teachers/staff: +10%
4.2A	% of students at French Camp suspended at least once during the school year	All: 2.8% EL: 2% LTEL: N/A SWD: 1.2% TSSP: 3.1% WH: 6.1%  (Fall 2023 CA Dashboard)	All: 2.3% EL: 2% LTEL: N/A SWD: 4.1% TSSP: 3.3% WH: 2.2%  (Fall 2024 CA Dashboard)		All: 2.0% EL: 1.8 LTEL: 0 SWD: 3.5 TSSP: 3.0 WH: 2.0	All: -0.5% (improvement) EL: 0% LTEL: N/A SWD: +2.9% TSSP: +0.2% WH: -3.9% (improvement)
4.3A	Average points distance from standard for FC students on the CAASPP ELA	All: -52.9 EL: -66.5 LTEL: *-78.9 SWD: -112.4 TSSP: -82.5  (Fall 2023 Dashboard) *Fall 2024 Dashboard	All: -63.8 EL: -86.2 LTEL: N/A SWD: -112.2 TSSP: -84.4  (Fall 2024 Dashboard)		All: -45 EL: -65 LTEL: -58 SWD: -95 TSSP: -65	All: -10.9 EL: -19.7 LTEL: N/A SWD: +0.2 TSSP: -1.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3B	#/% of FC students identified in MAP Growth Fall to Winter as meeting growth projections in MAP Reading	All: 218 / 45% EL: 96 / 41.4% LTEL: 11 / 52.4% SWD: 26 / 41.3% TSSP: 23 / 41.8%  (NWEA 23-24)	All: 218 / 45% EL: 96 / 41.4% LTEL: 16 / 42.1% SWD: 26 / 41.3% TSSP: 31 / 44.3%  (NWEA 24-25)		Percent of students meeting growth projections Fall to Spring : 50%	All: 0% EL: 0% LTEL: -10% SWD: 0% TSSP: +2.5%
4.4A	#/% of FC students identified in MAP Growth Fall to Winter as meeting growth projections in MAP Mathematics	All: 294 / 55.2% EL: 143 / 56.1% LTEL: 22 / 57.9% SWD: 44 / 65.7% TSSP: 41 / 55.4%  (NWEA 24-25)	N/A		All: / 60% EL: / 60% LTEL: / 60% SWD: / 69% TSSP: / 60%	N/A
4.4B	Average points distance from standard (dfs) for FC students on the CAASPP Mathematics exam	All: -94.1 dfs EL: -102.9 dfs LTEL: *143.4 dfs SWD: -118.5 dfs TSSP: -96.1 dfs HI: -93.9 dfs SED: -97.7 dfs  (Fall 2023 Dashboard) *Fall 2024 Dashboard	ALL: -103.7 dfs EL: 115.4 dfs LTEL: N/A dfs SWD: 152.2 dfs TSSP: 84.4 dfs HI: 105.2 dfs SED: 108.6 dfs  (Fall 2024 Dashboard)		All: -75 dfs EL: -85 dfs LTEL: -120 dfs SWD: -105 dfs TSSP: -80 dfs HI: -85 dfs SED: -90 dfs	All: +9.6 dfs EL: +12.5 dfs LTEL: N/A dfs SWD: +33.7 dfs TSSP: +11.7 dfs HI: +11.3 dfs SED: +10.9 dfs

## 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.

4.1- fully implemented - French Camp school successfully implemented the activities in Action 4.1 by starting a significant number of ELOP clubs and tutoring programs, to which white students have been invited to participate. Identified students have also participated in Acorn League organized sports (volleyball and basketball) and have actively participated in school-wide activities such as the Mexican

Independence Day and others. Daily attendance was monitored and staff followed up with those in need. Incentives were also successful in motivating students to come to school and participate appropriately. Challenges include not being able to account for outside influences or obstacles which prevent or discourage students from attending school.

4.2 - fully implemented - PBIS work has continued and strengthened. Additional opportunities and incentives were available to students modeling positive behavior which has helped the suspension rate for white students to be reduced over the last two years. As of April 24th, 2025, only one student identified as white has been suspended. The administration team has collaborated with classroom teachers to offer alternatives to suspension such as restorative practices to keep students in school.

4.3 - partially implemented - An intervention teacher was hired to support students in need of additional help. After school tutoring was offered. Reward and incentives connected to reading and improving English language arts scores were given. Challenges included providing outside of school tutoring for students who were experiencing homelessness and are living in the migrant camps as transportation became a difficult issue. Additionally, time for tutoring became limited to 30 minute sessions.

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.

A threshold of 20% has been established as meeting the material difference guidelines for all actions.

The main reason for the material differences in this goal is the allocation was reduced after the budget was adopted

4.1 - Within material difference threshold

4.2 - The funding required for augmenting the PBIS program was not as significant as expected, and there were other supplemental funds which were expiring that were used to meet the needs of this action in addition to the allocation being reduced after the budget was adopted.

4.3 - Within material difference threshold

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.

Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action 4.1

Effectiveness: 3

Metrics: 4.1A, 4.1B, 4.1C

Analysis statement: Reviewing the 2024 California Dashboard, all student groups improved their chronic absenteeism rate, while only English learners remained in the red, with a small -0.4% rate improvement. But all other groups, including white students (5.8% increase), had between a 3.3% and 14.2% improvement in the chronic absenteeism indicator. Additionally, in questions of participation, there were more students connected to school through ACORN league, including white students. Regarding feeling connected to school, student respondents felt more respect for staff, and more comfortable talking to staff than in previous years. They did not indicate that they had friends at the same rate as previously. Continued monitoring is recommended.

#### Action 4.2

Effectiveness: 3

Metrics: 4.2A

Analysis statement: All student groups, including white students (-3.9%), improved their suspension rate from the previous year according to the 2024 California Dashboard. The PBIS committee worked hard and provided rewards and incentives for improvement. The suspension rate at French Camp is already very low with no student groups in the red or in the very high band. Actions are effective in helping students feel safe and comfortable. Continued monitoring is recommended.

#### Action 4.3

Effectiveness: 2

Metrics: 4.3A

Analysis statement: Upon review of the California Dashboard and the local data from standards-based assessments, English learners and students experiencing homelessness (TSSP) continued to perform poorly on standardized assessment (-84.4 dfs), staying in the red band and declining slightly (-1.9 pts) from the previous year, though TSSP students did make improvement in meeting MAP growth targets (+2.5%) from the previous year. Additionally, the students with disabilities group is scoring in the lowest performance level (-112.2 dfs). We believe that the support given via the intervention teacher is valuable and will stimulate growth of English language arts skills and improvement on assessments. The instructional specialist is focusing on teacher behaviors and supporting meeting individual students' needs within the classroom for strong Tier I instruction. MUSD is committed to this being the best way to improve student learning outcomes.

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

Added C and D to the goal: C. improve chronic absenteeism rates and English language arts outcomes for English learners (25-26); D. improve math outcomes for all student groups (25-26).

The second part of metric 4.1B was discontinued as these data were not tracked.

Added Action 4.4 for math outcomes.

Metric 4.1D was renumbered to 4.4B to align with math action.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reducing chronic absenteeism @ French Camp	<p>Promote engaging activities, parent communication, and programs in an effort to expose students to the base curriculum.</p> <p>Implement after school activities / events / excursions / community nights for students and families to support student engagement and improve attendance.</p> <p>Host celebrations / performances where students perform for families to increase school connectedness and community engagement.</p> <p>Absenteeism committee to meet monthly to analyze chronic absence data, contact parents, message students, and develop ways to promote positive attendance.</p> <p>Share monthly attendance stats with staff including whole school results and a breakdown by grade level. Provide incentives to grade levels who earn the recognition.</p> <p>Recognize positive attendance through the PBIS incentive behavior model.</p> <p>COST team meets weekly to address student needs who are chronically absent.</p> <p>Utilize VCC as a means of supporting students and their emotional needs at school.</p> <p>Coordinate field trips / assemblies / programs / excursions (including Science Camp equity) to foster experiences that students may not otherwise get to experience.</p> <p>Offer engaging electives to students, increasing their connectedness to school and prepare them for high school.</p>	\$207,979.00	No
4.2	Reducing suspensions @ French Camp	<p>Continue the work of PBIS through committee work.</p> <p>Use PBIS Incentives to acknowledge positive or improved behavior.</p> <p>Offer opportunities for safe play and socializing to students during unstructured time.</p> <p>Monitor student discipline reports for eligibility in extra-curricular activities.</p>	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
4.3	Increasing English Language Arts proficiency @ French Camp	<p>Intervention position will conduct learning lab to meet with students in grades 1-3 who are in the red/orange band according to MAP Reading. Acknowledge growth and achievement in Reading and Language Usage with incentives or rewards.</p> <p>Acknowledge students achieving the blue band in MAP Reading each trimester with incentives or rewards.</p> <p>Implement base Reading curriculum with fidelity, including manipulatives, technology peripherals, and other supplies, to improve student outcomes.</p> <p>Implement Foundations with fidelity in grades K-3 using supplies and materials necessary for the program to improve student outcomes including additional coaching and support.</p> <p>LaRose training on PLCs to analyze student data, make decisions based on student need, and design targeted skill-based timelines to improve student outcomes.</p> <p>Offer high-interest books in the library and on SORA for students to access at all age ranges to increase literacy skills when visiting the library.</p> <p>Instructional Specialist will provide direct support for Tier I inclusive instruction for highly effective collaborative teams focusing on the Just Words curriculum for grades 4-8.</p> <p>Professional Development opportunities to support language usage / writing for information across curricular areas.</p>	\$210,978.00	No
4.4	Increasing Mathematics proficiency @ French Camp	<p>PEBC coaching to enhance the rich tasks and math thinking strategies. ILT will analyze data and propose academic decisions schoolwide.</p> <p>Purchase of manipulatives, supplies, and technology, in Math.</p> <p>Tutoring will be available for identified students outside of the regularly contracted day.</p> <p>Small group instruction and varied teaching strategies to differentiate instruction based on student need. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions will be implemented to meet the assessed learning needs of the students.</p>	\$177,978.00	No

Action #	Title	Description	Total Funds	Contributing
		Learning walks to assess instructional efficacy with particular attention paid to Eagle Time in order to best support the teacher. Roving subs will be used to cover teachers' classrooms on designated learning walk days.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	<p>By June of 2027, Manteca Unified School District will provide support services for Calla High School to address its student groups in need by providing funding and services to:</p> <p>A. increase the number/percent of English learners who make progress on the spring ELPAC by increasing in- and out-of-classroom support for English learners and Long-term English learners and their families, and increasing programs and staff who support English learners.</p> <p>B. lessen the percentage of all students, including Hispanic, English learners/Long-term English learners and Socio-economically disadvantaged students who are showing "not prepared" on the College/Career Levels &amp; Measures report by increasing access to CTE classes, improving the rigor of core academic offerings, and providing the resources to have real-world experiences.</p> <p>C. increase the number/percent of Hispanic and Socio-economically disadvantaged students who meet their growth targets on the MAP math assessment from Winter to Spring by adding additional training and coaching in math, increasing the access for students to strong Tier I instruction and supports.</p> <p>D. lessen the suspension rate of all students, Hispanic and LTEL students to &lt;6% by using social emotional programs, restorative practices, mentoring programs and positive recognition and incentives to motivate students to choose behaviors conducive to school success.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- 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.

Manteca Unified School District's Calla High School serves students whose needs are not fully met in the comprehensive setting. Analysis of the 2024 California Dashboard data and input from the community partners with whom we met specifically requested supplemental support in bringing Career Technical Education access to the students at Calla. Both Hispanic and Long-term English learners need support in reducing suspension rate which will be measured by California Dashboard. A review with educational partners yielded feedback indicating a need for increased rigor in the coursework, and students have repeatedly, through informal data gathering, expressed the need for course and content

relevance to improve engagement and performance. We will continue supporting and monitoring English learners as they acquire English proficiency, and all students, specifically socio-economically disadvantaged and Hispanic students as they were in the very low performance level, to help them meet grade level standards in mathematics with needed tutoring for students and coaching for teachers. Increasing access to college and career programs and/or pathways was a key takeaway from educational partners and providing career preparation courses will help improve CCI performance for Hispanic, SED, and EL students. Using programs and staff, we plan to improve the student outcomes through the actions included in this goal and will measure progress using both local assessments (MAP growth data) and state achievement tests (CAASPP and ELPAC) with data differentiated by student group.

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1A	% of English learners at Calla HS who are making progress on the ELPAC	13.9%  (English learner progress indicator Fall 2024 California Dashboard)	32.5%  (English learner progress indicator Fall 2024 California Dashboard)		15.2%	18.6%
5.1C	#/% of students at Calla meeting growth target on the MAP Math growth assessment from Fall to Winter	HI: 70/60% SED: 53/60%  (NWEA Fall to Winter 23-24)	HI: SED: 19/55.9%  (NWEA Fall to Winter 24-25)		HI: 64.5% SED: 64.5%	HI: SED: -4.1%
5.2A	Number of points the 'all student', Hispanic and SED and group averages from standard on Spring CAASPP Mathematics assessments at Calla	ALL: -168.7 HI: -175 SED: -167.7  (California Dashboard 2023)	ALL: -190.6 HI: -176.4 SED: -185.6  (California Dashboard 2024)		-151.8	ALL: -21.8 HI: -1.4 SED: -17.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2B	#/% of students at Calla enrolled in a CTE course	ALL: 61/42% HI:45/44% SED: 40/48% EL:4/25% LTEL:8/17%  (Q Student Information System 23-24)	ALL:52/25% HI:35/25% SED:31/19% EL:2/15% LTEL:8/25%  (Q Student Information System 24-25)		79/47%	ALL: -17% HI: -19% SED: -29% EL: LTEL:
5.2C	% of students at Calla who are showing as "not prepared" on the College/Career Levels & Measures report (8)	All: 77.6% HI: 81.0% SED: 79.7% EL : 90.9% LTEL:* 90.9  2023 College/Career Levels & Measures report (California Dashboard Fall 2023)  *2024 College/Career Levels & Measures report (California Dashboard Fall 2024)	All: 86.3% HI: 86.6% SED: 87.1% EL : 91.4% LTEL: N/A  2024 College/Career Levels & Measures report (California Dashboard Fall 2024)		All: 65.9% HI: 68.8% SED: 67.7% EL: 77.2% LTEL: 78%	All: 8.7% HI: 5.6% SED: 7.4% EL: 0.5% LTEL: N/A
5.3A	% of teachers at Calla in classrooms demonstrating evidence of increased rigor/relevance through	66.7% % of classrooms showing evidence of increased rigor/relevance	83.3%  (Doubek data/information)		80%	16.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learning walk data collection	(Doubek data/information)				
5.4A	% of students suspended at least once	ALL: 8.1% LTEs: 10.2% HI:9.9%  (2024 California Dashboard)	ALL: N/A LTEs: N/A HI: N/A		ALL: 6.0% LTEs: 8.1% HI: 7.9%	ALL: N/A LTEs: N/A HI: N/A

## 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.

5.1 - fully implemented - English learners received additional support via additional bilingual paraprofessional time in class, through the professional learning communities and support with academics. The additional paraprofessional time assisted with tutoring, paperwork and supporting teachers. EL progress improved 18.6% of the 2024 California Dashboard.

5.2 - fully implemented - Successes included integrating a School-To-Career class using Paxton Patterson curriculum and three courses which can be counted as CTE courses: Culinary Arts, Industrial Maintenance, and Automotive Technology. The 0.4CTE teacher was added and career exploratory events occurred. Transportation vehicles were purchased to assist with transporting students to CTE courses taught on other campuses. Challenges included staffing at a small site.

5.3 - fully implemented - Calla contracted with consultant Brandon Doubek to improve the rigor and relevance of courses. Sessions were had and teachers began learning about lesson design and connection to relevance. Professional Learning Communities activities achieved greater purpose. This work will continue as increasing rigor/relevance is a process, not an event. Providing the teachers time and support in planning was a challenge.

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.

A threshold of 20% has been established as meeting the material difference guidelines for all actions.

Funds were shifted from two actions (5.1 and 5.3) to bolster another (5.2) at the first budget adjustment period to meet the needs of the site.

5.1 - Funds were shifted from this action to 5.2 to cover costs accrued in the purchase of the vehicle. The costs of the additional bilingual para time were not 1/3 of the allocation.

5.2 - Two vehicles were purchased to improve CTE program access which was greater than the 1/3 of the allocation.

5.3 - Funds were shifted from this action to 5.2 to cover costs accrued in the purchase of the vehicle. Consultant and timesheeting costs were less than 1/3 of the allocation.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.

Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action 5.1

Effectiveness: 3

Metrics: 5.1A

Analysis Statement: Reviewing the 2024 California Dashboard, the % of English learners who made progress on the ELPAC increased from 13.9% to 32.5%. It is clear that the actions associated with this metric were effective for intended group (English learners). Though the growth was significant, there is often a regression after such a large increase, so we will continue to provide the bilingual paraprofessional services and related training for teachers to improve progress toward language proficiency.

Action 5.2 -

Effectiveness: 2

Metrics: 5.2A, 5.2B

Analysis Statement: Comparing baseline data to current performance on the 2024 California Dashboard in college career indicator suggests that there was not much growth as now all statistically identified groups are red in this category. However, CTE coursework and opportunity was provided to Calla students at a rate not before experienced. Student feedback indicated that they appreciated and were motivated by the offerings. The daily School-to-Career class using the Paxton Patterson curriculum has provided students with consistent, hands-on exposure to various industries, helping them make informed post-secondary choices. The addition of Culinary, Industrial Maintenance, and Automotive Technology CTE courses has expanded practical learning opportunities, and the purchase of two vehicles has removed transportation barriers, ensuring equitable access for all students. The addition of a 0.4 CTE teacher has added vital capacity, leading to the planning and execution of a well-received career fair and improved support for seniors navigating college and career options.

Action 5.3

Effectiveness: 2

Metrics: 5.3A

Analysis Statement: An in-depth analysis of data collected by the consultant as well as the learning walk information collected by site personnel determined that teachers were progressing in increasing the rigor and relevance of their classroom curriculum. Timesheeting data shows that given time and information to guide them increased rigor of the work product, allowing more students the opportunity to access and meet grade level standards. Challenges include finding the time, and collaboration efforts are difficult to schedule and monitor.



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 explanation for why the LEA developed this goal was updated.  
Metrics were renumbered to better align with the action being monitored and student groups were added based on new dashboard performance levels.  
5.2B - added EL and LTEL  
5.2C - added LTEL  
5.3A - new data source and identified baseline was updated with accompanying Year 3 Outcome.  
"All students" was added to Action 5.2

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English learner progress	<p>Though making considerable progress, English learners are still at the lowest performance level on the 2024 California Dashboard; therefore, Calla will continue the support given to EL students in their ELD classes and in their regular education classes. Teachers will continue to use PLC time to develop best teaching practices to meet the needs of all students but especially EL students to increase the reclassification of EL students. The English teachers will receive specialized training over the summer and during the school year and share this information to all staff. Teachers will attend PLC conferences, literacy training, and other types of training in which best teaching strategies are obtained to specifically target students struggling to master the English language.</p> <p>Maintain Bilingual aide hours to 8 hours per day</p> <p>Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring including time sheeting for prep, planning, implementation and material costs</p> <p>Certificated Staff will have access to technology to support emerging students access grade level standards</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>5.2</b>	CTE access and expansion	<p>To strengthen student personal and academic growth through engaging learning opportunities for all students inclusive of emerging students inside and outside of the classroom, including Career technical education, students will visit community colleges and take education excursions to see what opportunities are available to them. Visits and excursions could include trips to the local community colleges (Delta and MJC), trade schools, and job corp opportunities.</p> <p>Distribute student and parent surveys at orientation for informational and encouragement purposes.</p> <p>Host a Back-to-School night, FAFSA/college information night, Parent engagement events (Paint night, Coffee with the counselor, STEM night, etc.) DELAC instructions for parent connect, and other pertinent information.</p> <p>Increase CTE Teacher FTE time to give all students opportunities to access what is available after high school.</p> <p>Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring including time sheeting for prep, planning, implementation and material costs</p> <p>Certificated Staff will have access to technology to support emerging students access grade level standards</p>	\$19,757.00	No
<b>5.3</b>	Increasing rigor and relevance of coursework	<p>Provide extra pay/ substitute/ contracted services and the supplemental materials necessary to support Professional Learning Community (PLC) training (District TOSA, consultants, etc.) to teach and implement the rigor/relevance standards in every class on campus to improve student learning for all students; rigorous curriculum from contracted services (consultants) with depths of knowledge awareness across content areas.</p>	\$169,360.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Improve suspension rates	<p>Implement restorative practices with students including all staff to receive training in restorative practices.</p> <p>Purchase and use BASE social emotional learning curriculum with library aide (Aide will complete SEL curriculum with intervention students as alternative means to correction past work hours.) Mentoring programs to assist students in need.</p> <p>Positive recognition and incentives will be purchased and provided on campus to promote a safe learning environment.</p>	\$10,758.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	<p>By June of 2027, Manteca Unified School District will provide support services for New Vision to address its student groups in need by providing funding and services to:</p> <ol style="list-style-type: none"> <li>1. increase the number/percent of English learners at New Vision who make progress on the spring ELPAC by increasing in- and out-of-classroom support for English learners and their families, and increasing programs and staff who support English learners</li> <li>2. lessen the percent of Hispanic and Socio-economically disadvantaged students at New Vision who are showing "not prepared" on the College/Career Levels &amp; Measures report by increasing access to CTE classes, improving the rigor of core academic offerings, and providing the resources to have real-world experiences</li> <li>3. increase the number/percent of ALL students ( -179.1 points from standard) meeting growth targets in mathematics, especially Hispanic students ( -184.8 points from standard) who are at the very low performance level as measured by the California School Dashboard Additional Reports and Data</li> </ol>	Equity Multiplier Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Manteca Unified School District New Vision Continuation High School serves students whose needs are not fully met in the comprehensive setting. The input from the community partners with whom we met specifically requested supplemental support in bringing Career Technical Education access to the students at the continuation sites. A review with educational partners yielded feedback indicating a need for increased rigor in the coursework, and students have repeatedly, through informal data gathering, expressed the need for course and content relevance to improve engagement and performance. Based on the 2023 Dashboard, English learners needed support through the actions in the goal, achieved a 4.5% increase in progress toward language proficiency. We expect to continue supporting English learners as they acquire English proficiency (maintain 6A). We plan to improve the student outcomes through the actions included in this goal and will measure progress using both local data from our student information system and state assessments (ELPAC) with data differentiated by

student group. An additional need for math support was expressed, and based on the percentage of students meeting standard on CAASPP and the average distance from standard, it was agreed that supplemental supports will be offered.

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1A	% of English learners at New Vision who are making progress on the ELPAC	33.3%  (English learner progress indicator Fall 2023)	37.8%  (English learner progress indicator Fall 2024)		36.6%	4.5%
6.2A	% of All student groups including Hispanic and SED students at New Vision who are showing as "not prepared" on the College/Career Levels & Measures report	All : 86.2% HI: 83.7 SED: 86.9  2023 College/Career Levels & Measures report (California Dashboard Fall 2023)	All : 83.3% HI: 86.6 SED: 84.1  2024 college/Career Levels & Measures report (California Dashboard Fall 2024)		All: 77.5% HI: 75.3% SED: 78.2	All: -2.9% HI: 2.9% SED: -2.8%
6.2B	% of students at New Vision enrolled in a CTE course	All : 83/55% HI: 58/56% SED:62/55%  (2024-25 SIS reports)	N/A		All : 60% HI: 60% SED: 60%	All: N/A HI: N/A SED: N/A
6.3A	% of teachers at New Vision in classrooms	getting from B. Doubek				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrating evidence of increased rigor/relevance through learning walk data collection					
6.3B	% of students meeting or exceeding grade level standards in mathematics	All : 1.75% HI: 0% SED:0%  (DataQuest 2023-2024)	N/A		All : 10% HI: 10% SED: 10%	N/A

## 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.

6.1 - fully implemented - A full time Bilingual paraprofessional was hired; PLC time was structured so that there was a periodic focus on English learner outcomes.

6.2 - partially implemented - The placement of a partial full-time equivalent (.4 FTE) teacher at New Vision assisted in getting students enrolled in career related courses, and allowed for some engaging content. The Alternative Education Career Fair was a success as students were able to directly look and speak to local trade schools (i.e., HVAC, Cosmetology, etc.). Challenges included not being able to find transportation for students to travel to some CTE courses offered off-site, or participate in visits to promote career exploration. Would like to expand the options for New Vision students to CTE access.

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.

A threshold of 20% has been established as meeting the material difference guidelines for all actions. When the actions were budgeted, the allocated amount was simply split in half.

6.1 - The expenditures to support English learners (increase paraprofessional time/tutoring/etc) did not equate to half of the allocation.

6.2 - The costs of the CTE programming were more extensive than the budgeted costs.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.

Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action: 6.1

Effectiveness of Action: 3

Metrics: 6.1A

Analysis Statement: Comparing baseline data to current performance, an additional 4.5% of New Vision English learners are making progress on the ELPAC exam. Increasing hours of the bilingual paraprofessional and the support available to English learners has contributed to the increase as has the use of PLC time to understand and improve teaching strategies that will benefit English learners.

Action: 6.2

Effectiveness of Action: 2

Metrics: 6.2A, 6.2B

Analysis Statement: An analysis of the unique metrics above indicate that actions outlined in Goal 6 helped make progress toward allowing New Vision students access to CTE programs with approximately 55% of all students and identified student groups being enrolled in a CTE course. Courses offered on campus include Public Services with about 40 students per class throughout the year. From the Career Fair, we have confirmed that two students immediately filled out applications for Delta College and one student enrolling in Cosmetology. Due to the transportation challenges, we weren't able to offer Industrial Maintenance or Automotive at our Adult School nor access certain programs on other campuses.

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 explanation of why the LEA has developed this goal was updated.

Added "all students" to goal 6.

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

## Actions



Action #	Title	Description	Total Funds	Contributing
6.1	increasing English learner success at New Vision	<p>Increase the support given to EL students in their ELD classes and in their regular education classes.            Improve use PLC time to develop best teaching practices to meet the needs of EL students to increase the reclassification rate of ELs.            Professional development opportunities for teaching staff.</p> <p>Increase Bilingual paraprofessional support time</p> <p>Timesheet Certificated staff for planning meetings, prep time, through summer programs and during the school year, including before and/or after school tutoring.(After School Tutoring: time sheeting for prep, planning, implementation and material costs.)            Materials, supplies and copying to provide learning loss mitigation and support for English learners.</p> <p>Purchase of supplemental technology to support emerging students access grade level standards.</p>	\$48,784.00	No
6.2	CTE access and expansion	<p>Strengthen student personal and academic growth through engaging learning opportunities, mentoring for all students.            Educational excursions: community colleges / opportunities available to them (local community colleges trade schools, and job corp opportunities).</p> <p>Experiential and Informational activities include: student and parent surveys at orientation for informational and encouragement purposes. Host a Back to School night, FAFSA/college information night, Parent engagement events (Paint night, Coffee with the counselor, STEM night, etc.) DELAC instructions for parent connect, and other pertinent information.</p> <p>Increase 40% CTE Teacher to give all students all opportunities for what is available after high school.            Timesheeting for Certificated staff for planning meetings, prep time.            Costs of materials, supplies and copying to provide opportunities for increasing career technical educational opportunities.</p>	\$107,172.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Transportation options for students to/from CTE offerings at other sites.</p> <p>After School Tutoring: time sheeting for preparation, planning, implementation and material costs</p> <p>Purchase of technology to support CTE access and expansion.</p>		
<b>6.3</b>	Rigorous and relevant instruction - mathematics	<p>Provide extra pay/ substitute/ contracted services and the supplemental materials necessary to support Professional Learning Community (PLC) training/conferences (District TOSA, consultants, etc.) to teach to the rigor/relevance standards in every class on campus to improve learning for all students, specifically in mathematics; rigorous curriculum from contracted services (consultants) with depths of knowledge awareness across content areas.</p> <p>Additional teacher time/FTE to support mathematics learning and practice</p>	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	<p>7A. By June of 2027, all students at Yosemite School (K-6) will demonstrate growth toward meeting grade level standards in English Language Arts and Mathematics for Socio-economically disadvantaged students, English learners, and students with disabilities as measured by locally collected data (MAP assessments). In addition, attendance rates will improve and suspension rates for Socio-economically disadvantaged students, English learners, and students with disabilities will be reduced as measured by Average Daily Attendance reports and overall suspension rate.</p> <p>7B. By June of 2027, Socio-economically disadvantaged students, and students with disabilities at Yosemite School (7-12) will demonstrate growth toward meeting grade level standards in English Language Arts and Mathematics as measured by locally collected data (MAP assessments). In addition, attendance rates will improve and suspension rates for Socio-economically disadvantaged students, English learners, and students with disabilities will be reduced as measured by Average Daily Attendance reports and overall suspension rate.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Yosemite School Community Day is an alternative school setting with a focus on modifying past student behavior and improving student attendance. The goal to "meet students where they are" in their educational experience guides the actions taken as students are supported in attaining positive outcomes through school experiences. Yosemite Schools did not have sufficient numbers of students in student groups or overall to yield a color or baseline data on the 2024 California Dashboard, so the focus goal was based on the comprehensive needs assessment and local data. Educational partner feedback corroborated the need for classroom support and additional encouragement for school attendance as well as college visits, career fairs and seminars.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1A1	# / % of students meeting growth target on MAP Reading from Fall to Winter	K-6: 1 / 33% (2024-25 NWEA MAP reports)	new goal in 25-26		50%	N/A
7.1A2	# / % of students meeting growth target on MAP Mathematics from Fall to Winter	K-6: 1/ 33% (2024-25 NWEA MAP reports)	new goal in 25-26		50%	N/A
7.1A3	# of days of out-of-school suspension for students while enrolled at Yosemite School (K-6)	K-6 All: 18.2% (2024 California Dashboard Additional Reports and Data)	new goal in 25-26		12%	N/A
7.2A1	% positive attendance for the days that K-6 students are enrolled in Yosemite School (K-6) through Apr. 30	not collected in 24-25	new goal in 25-26		50%	
7.1B1	# / % of students meeting growth target on MAP Reading from Fall to Winter	7-12: 7 / 41% (2024-25 NWEA MAP reports)	new goal in 25-26		50%	N/A
7.1B2	# / % of students meeting growth target on MAP Mathematics from Fall to Winter	7-12: 9 / 56% (2024-25 NWEA MAP reports)	new goal in 25-26		60%	N/A
7.1B3	# of days of out-of-school suspension for students while enrolled	7-12 All: 32.7%	new goal in 25-26		All: 25.0%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	at Yosemite School (7-12)	(2024 California Dashboard Additional Reports and Data)				
7.2B1	% positive attendance for the days that 7-12 students are enrolled in Yosemite School (7-12) through Apr. 30	not collected in 24-25	new goal in 25-26		7-8th grade: 85% 9-12: 75%	N/A
7.3B1	Number of students participating in a career exploratory course	0	new goal in 25-26		25	N/A

## 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.

N/A - NEW GOAL IN 2025-26

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.

N/A - NEW GOAL IN 2025-26

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

N/A - NEW GOAL IN 2025-26

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

N/A - NEW GOAL IN 2025-26

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

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Supporting academic and social growth in the classroom	Increase support in the classroom with the help of additional trained personnel (resident substitute) to provide small group instruction, assist with assignment completion, peer relations, restorative projects/circles, improving progress toward mastery of state standards in English language arts and mathematics. This could include visits to colleges, career fairs, etc.	\$62,984.00	No
7.2	Improving attendance rates	After identifying individual barriers to school attendance, employing specific remedies to students based on individual need. This could include transportation ideas, incentives, wrap-around services, or other supports deemed necessary.	\$20,450.00	No
7.3	Relevant school programs and activities	Adding time to or increasing teachers able to introduce students to career exploration (Paxton-Patterson Labs) and using real world experiences to motivate students to come to school, participate appropriately, and meet grade level standards while preparing for their unique futures.	\$60,704.00	No

# 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
\$72,443,136	\$7,359,995

## 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
25.666%	1.878%	\$5,061,274.34	27.544%

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
<b>1.4</b>	<b>Action:</b> Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts  <b>Need:</b> % of 9-12th grade students enrolled in world languages All:32% EL:16% SED: 32%	Because of their unique circumstances, unduplicated pupils need greater exposure to, and opportunities in, visual and performing art genres. The opportunity to see/experience the arts, to be enrolled in a related class may open doors, or spark interest leading to college/career fields which would not be realized otherwise. The knowledge/exposure will increase options. Unduplicated pupils have a higher need for teachers with skills, passion, and a unique individual vision for students, utilizing strategies	1.4B 1.4C



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FY: 16%</p> <p>% of 9-12th grade students enrolled in VAPA All:61% EL:49% SED: 60% FY:61%</p> <p>9-12 Music Courses All: 16% EL: 10% SED: 16% FY: 17%</p> <p><b>Scope:</b> LEA-wide</p>	<p>designed to widen and promote growth and success.</p> <p>Professional learning opportunities for staff which focus on equity strategies and teaching skills will benefit the unduplicated pupil. Trainings and collaboration will enhance understanding and provide supports for staff to teach content and will lead to increased success for unduplicated pupils. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	
<b>1.5</b>	<p><b>Action:</b> Supporting career and educational pathways</p> <p><b>Need:</b> Percentage of pupils who successfully complete CTE course sequences All: 46.4% EL: 35.9% SED: 45.6%</p> <p>Percentage of enrolled SED and EL/RFEP students in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses</p> <p>9th-12th Grade Students: 7824 AP Classes: 15%</p>	<p>MUSD will provide a multitude of CTE pathways taught by motivated and equitably focused teachers, in classrooms influenced by industry-standard opportunities, supported and encouraged by counselors, designed to provide career and college training, certifications and readiness. MUSD will provide an intern program related to career opportunities and staff to support it. Career Technical Student organizations with associated activities and competitions.</p> <p>Because of their unique circumstances, unduplicated pupils need greater exposure to, and opportunities in, college-bound classes or career-focused fields. Unduplicated pupils in MUSD are not registering into CTE classes which limits their options upon leaving high school. Increasing the skills of CTE teachers, and working with</p>	<p>1.5B 1.5G 1.5I</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>VAPA Classes: 63% CTE Classes: 72% Year 3 and 4 World Language Classes: 7.6%</p> <p>EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: 3402/39%</p> <p>AP classes: 17% VAPA Classes: 60% CTE Classes: 74% Year 3 and 4 World Language Classes: 10%</p> <p>Socio-economically disadvantaged students enrolled in high school: 5514/68%</p> <p>AP classes: 13% VAPA Classes: 60% CTE classes: 63% year 3 and 4 world language courses:6%</p> <p>#/% of 11th and 12th grade students enrolled in CTE courses disaggregated by student group</p> <p>11th Grade EL: 147/51% SED: 912/62% FY:10/59%</p> <p>12th Grade EL:135/76% SED: 907/62% FY: 18/81%</p>	<p>counselors to encourage students in taking such classes will address their need to have opportunities to be college/career ready. Providing a-g aligned classes, at more sites, in more schedule options, and training for counselors in identifying and removing barriers will allow unduplicated pupils to enroll in and successfully complete CTE courses.</p> <p>Unduplicated pupils have a higher need for teachers with skills, passion, and a unique vision for individual students, utilizing strategies designed to widen and promote growth and success.</p> <p>Unduplicated pupils need to have options connected with college and career readiness. With ELs needing to take other electives, their schedule can get locked up, so offering multiple types of courses during multiple periods, more UPs can enroll in CTE courses and electives and be College/Career ready. Need counselors and college/career opportunities.</p> <p>Without the supplemental funds provided, a wide variety of courses could not be offered at multiple sites, and opportunities would be unavailable to unduplicated pupils at all sites. Counselors are available to assist with removing barriers to future success.</p> <p>These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		
1.6	<p><b>Action:</b> Supporting Tk-3 alignment and early education needs</p> <p><b>Need:</b></p> <p>TK-3rd grade students who met MAP reading growth targets  All: 42%  ELs: 38.6%  SED: 39.9%  FY: 57.1%</p> <p>TK-3rd grade students who met MAP math growth targets  All: 51.8%  ELs: 50.4%  SED: 49.6%  FY: 64%</p> <p><b>Scope:</b>  Schoolwide</p>	<p>MUSD will provide Tk classrooms, equipped with age-appropriate curriculum and materials, staffed by trained and skilled teachers and paraprofessionals to introduce readiness skills for school, teach literacy and numeracy foundational skills, teach appropriate social and academic behaviors and habits. These actions will create an opportunity to significantly increase growth rates and achievement of unduplicated pupils in Reading and Math as these actions are designed to address their identified need.</p> <p>Based on research and current beginning of year MUSD data, unduplicated pupils are less likely to have the academic and/or social skills to be prepared for the rigor and structure of kindergarten. Beginning of year assessments indicate that MUSD students who are unduplicated come to school with fewer literacy and numeracy skills than their non-unduplicated classmates. Opening TK classrooms with trained early educators helps prepare students and their families and puts unduplicated students firmly on the path to educational success. Hiring and training early educators, equipping classrooms with age-appropriate curriculum and materials, modifying instruction to meet individual student's needs, and providing additional school experiences will enable unduplicated, and all, pupils the opportunity to grow and thrive within the educational environment which may be unfamiliar to the unduplicated pupil who is less likely to</p>	1.6A 1.6B

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
		attend preschool or have other educational experiences. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	
<b>1.7</b>	<p><b>Action:</b> Supporting Technology, Digital Data and Assessment</p> <p><b>Need:</b> Educational partner feedback indicated we need to provide digital access to the core and supplemental curriculum and create opportunities for students to prepare themselves for the technological world that will be their future. The digital divide in education mirrors the socioeconomic gap, affecting rural communities, low-income families and other marginalized communities the most. (i.e. unduplicated pupils have greater need for access to the internet, information, and digital curriculum).</p> <p>% of students accessing digital content using MUSD digital user account in the last 180 days. % of Active Student Digital User accounts (24-25 school year): 92.53%</p> <p># of students enrolled in technology-related courses in grades 9-12 All: 2946/34%</p>	<p>We will provide digital equipment and opportunities for students to remediate courses, to access their curriculum, to use technology to learn and to get excited about technology for their future. This action will also provide teachers with the technological tools to more efficiently and effectively teach, assess, identify needs, and expand learning.</p> <p>These actions will create an opportunity to significantly increase the percentage of students enrolled in technology related courses, accessing digital content, and meeting growth targets on content-area assessments as these activities are designed to address their identified needs. Funds for AP testing costs for unduplicated pupils will be available.</p> <p>Access to disaggregated data can enhance schools' understanding of their students' experience through observing important overarching trends in behavior and achievement. It helps focus improvement efforts toward advancing sustainable solutions that address unique student needs.</p>	<p>1.7B 1.7C 1.1B 1.2B</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL:243/25% SED: 1966/33% FY:32/39%</p> <p>Students need individualized, or scaffolded, content taught by knowledgeable teachers which can most effectively obtained through technology and digital data.. MAP growth assessment results #/% of TK-12 students who met Reading growth target Fall to Winter disaggregated by student group All Students: 6643/44.9% EL: 1904/43.1% SED:2498/45.4% FY: 39/42.9%</p> <p>#/% of Tk-12 students who met Math growth target Fall to Winter disaggregated by student group All Students: 12054/53.4% EL:2325/51.0% SED: 3230/50.3% FY: 44/48.9%</p> <p><b>Scope:</b> LEA-wide</p>	<p>Digital curricular offerings provide more current links to real-world, accurate information needed by unduplicated students. Parents of unduplicated pupils reported a need to know how their student is performing; teachers need to know how to design more individualized content based on student need in their lessons. 23% of staff request additional training in technology-related topics (LCAP Climate Survey) Disaggregation of data is necessary to be able to identify groups and individuals requiring additional supports. Assessments of all types (formative, interim, summative, iterative, norm-referenced, criterion-referenced, etc) serve a purpose and, when utilized properly, assist effective teachers in increasing student progress toward mastery. Students need immediate access and links to current information to engage with the world around them and the educational requirements in the classroom; unduplicated pupils are less likely to have that access provided by the home. Unduplicated pupils are frequently underrepresented in digital fields, and providing and maintaining current technology better equips unduplicated students to compete in the global marketplace. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	
<b>1.8</b>	<p><b>Action:</b> Supporting System-wide work</p> <p><b>Need:</b> ELA:</p>	<p>Unduplicated student groups are performing below the all student group in overall achievement markers as well as engagement and climate metrics. This action will provide work in professional learning communities, positive</p>	<p>1.8A 1.8D</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>all-student group (-37.2 points from standard). ELs (-67.7 points from standard) FY (-82.7 points from standard) SED (-45 points from standard)</p> <p>MATH: all-student group (-77.1 points from standard). ELs (-101.5 points from standard) FY (-153.3 points from standard) SED (-84.7 points from standard)</p> <p>Unduplicated pupils are taught at higher rates by inexperienced, out-of-field teachers.</p> <p><b>Scope:</b> LEA-wide</p>	<p>behavioral interventions and supports, teacher induction, multi-tiered systems of support and other whole systems. These actions will create an opportunity to improve academic, engagement, and behavioral outcomes for unduplicated pupils because they are designed to address their identified need.</p> <p>Improving the local educational system, the teaching strategies, the professional conversations, the professional learning for new untrained teachers/paraprofessionals/staff members to uplift the entire system. The greatest results can be measured by the improvement of Tier I instruction. Therefore, improving strategies and the system as a whole will have the greatest benefit for unduplicated students. Supports will be increased and improved upon through systematic implementation of services, on-going evaluation, data monitoring, tiered intervention, and a consistent model of implementation. The lifting up of the entire system will primarily benefit unduplicated students.</p> <p>These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	
2.1	<p><b>Action:</b> Support for supplemental safety, well-being, and communications</p> <p><b>Need:</b> % of parents who say the school is effectively educating their child: ALL: 74% ELs: 81%</p>	<p>The actions taken by the departments in this support will allow students to be kept safe through equipment and communications for safety purposes, expose children of poverty to healthy foods, healthy life choices, physical care and education, and educational best practices. Unduplicated pupils would principally benefit from this action as they are least likely to have these things at their disposal.</p>	2.1C

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED: 77% FY: 65%</p> <p><b>Scope:</b> LEA-wide</p>	<p>MUSD has 56.9% socio-economically disadvantaged students. Often accompanying economic disadvantage is a lack of knowledge about, and access to, information and support pertaining to healthy lifestyles, nutritional advantage, safety practices, and benefits of educational attainment.</p> <p>US students receive less than 8 hours of required nutrition education each school year, 9 far below the 40 to 50 hours that are needed to affect behavior change. Additionally, the percentage of schools providing required instruction on nutrition and dietary behaviors decreased from 84.6% to 74.1% between 2000 and 2014.</p> <p>Given the important role that diet plays in preventing chronic diseases and supporting good health, schools would ideally provide students with more hours of nutrition education instruction and engage teachers and parents in nutrition education activities. Research shows that nutrition education can teach students to recognize how healthy diet influences emotional well-being and how emotions may influence eating habits. However, because schools face many demands, school staff finds ways to add nutrition education into the existing schedule.</p> <p>Direct access to school nursing and other health services, as well as disease-specific education, improved health and academic outcomes among students with chronic health conditions. These actions/services are being provided on an LEA-wide basis to maximize their impact on</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		increasing overall access and achievement for all students.	
<b>2.2</b>	<p><b>Action:</b> Support for improving school connectedness, attendance and behaviors</p> <p><b>Need:</b> Chronic absenteeism: All: 22.0% EL: 22.5% SED: 23.9% FY: 32.0% SWD: 30.2% AA: 29.6%</p> <p>Suspension rate: All: 4.9% AA: 12.7% AI: 7.1% EL: 4.5% FY: 21.7% TSSP: 8.7% PI: 6.3% SED: 5.4% SWD: 8.1%</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will focus on providing additional resources of mental health supports and restorative practices that emphasize the importance of attendance and positive behaviors. These actions will create an opportunity to significantly increase attendance rates and decrease suspension rates of unduplicated pupils because they are designed to address their identified needs.</p> <p>These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	2.2A 2.2B
<b>2.3</b>	<p><b>Action:</b> Support for families and students to actively engage with school</p>	We will utilize a Community Relations department and outreach assistants (some at school sites and some from district office departments) to focus on	2.3D 2.3E

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Educational partners feedback indicated this was a need.</p> <p>Increase positive attendance rate All: 92% EL: 92% SED: 92% FY: 89%</p> <p>Increase graduation rate All: 91.2% EL: 85.1% SED: 90.9% FY: 47.6%</p> <p><b>Scope:</b> LEA-wide</p>	<p>communicating with parents in languages they can understand, engaging families in their student's education, supporting school connectedness through outreach efforts, listening and interacting with the school. We expect these actions to significantly improve the engagement of families and pupils as these actions are designed to address their identified needs.</p> <p>These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	
2.4	<p><b>Action:</b> Engaging Educational Experiences and Opportunities</p> <p><b>Need:</b> Educational partner input indicated that students need relevant, real-world experiences, and incentives for motivation.</p> <p>Staff input indicated that connecting students to school through creating shared opportunities, activities, incentives, and building community was crucial to improving</p>	<p>We will provide a junior high sports program, before and afterschool activities, electives at the junior high and high school level, educational excursions, assemblies and experiences which teach, engage and connect students to their school. We will provide motivational rewards and incentives for participation and achievement. These actions will create opportunities to increase attendance and decrease suspension rates as well as participate in school-related activities because they are designed to address their identified needs.</p>	<p>1.1B 1.2B 2.2B 2.3D</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>school culture (behaviors, attendance, etc) which leads to increased student outcomes.</p> <p>Parent/community input expressed desire for increased activities and experiences and recognitions to motivate students in educational and social endeavors.</p> <p>Meeting EL Reading growth targets All students 6643 / 44.9% EL: 1904 / 43.1% SED: 2498 / 45.4% FY: 39 / 42.9% TSSP: 1229/ 39% SWD: 1274 / 41.3% AA: 493 / 42.9%</p> <p>Meeting math growth targets All Students: 12054 / 53.4% EL: 2325 / 51.0% SED: 3230 / 50.3% FY: 44 / 48.9% TSSP: 1264 / 51.0% SWD: 1583 / 49.4% AA: 616 / 51.5%</p> <p>Percent of students who are suspended at least once All: 4.9% AA: 12.7% AI: 7.1% EL: 4.5% FY: 21.7% TSSP: 8.7% PI: 6.3% SED: 5.4%</p>	<p>Students from poverty backgrounds frequently lack a broad range of experiences from which to draw when comprehending text, making connections from subject to subject/self (transfer), or being aware of options related to employment and post-education life.</p> <p>These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SWD: 8.1%</p> <p>Increase positive attendance rate All: 92% EL: 92% SED: 92% FY: 89%</p> <p><b>Scope:</b> LEA-wide</p>		
<b>3.4</b>	<p><b>Action:</b> Support for Socio-economically disadvantaged youth</p> <p><b>Need:</b> All students group Chronic Abs: 22.9% Suspension rate: 4.9% graduation rate: 91.2% ELA: -37.2 DFS Math: -77.1 DFS College/Career status: 43.2% prepared</p> <p>Socio-economically disadvantaged (SED) youth Chronic Abs: 25% Suspension rate: 5.4% graduation rate: 90.9% ELA: -45 DFS Math: -84.7 DFS College/Career status: 40.7% prepared</p> <p>Students experiencing homelessness Chronic Abs: 32.5%</p>	<p>We will provide personnel and services to support Migrant students, unhoused students, those in other low income groups who are underserved in achieving success on the state indicators. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.</p>	<p>3.4A 3.4B</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Suspension rate: 8.7% graduation rate: 87.6% ELA: -71.3 DFS Math: -114.8 DFS College/Career status: 25.6% prepared</p> <p>All of MUSD's schools have a student population with a significant degree of poverty(&gt;55%) based on federal free/reduced lunch eligibility (CBEDS, Oct 2024) (California Dashboard 2024)</p> <p><b>Scope:</b> LEA-wide</p>		

### **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
<b>3.1</b>	<p><b>Action:</b> Support for Emerging Bilinguals (English learners)</p> <p><b>Need:</b> English learners are/have: 67.7 pts below standard in ELA CAASPP and declined from the previous year by 6.5 pts;</p>	The actions are designed to improve the instruction of language acquisition in the classroom, the increase of effective strategies to teach core content in a language that is not native to the student, and to provide other individualized services and supports as determined by site strategic plans and identified needs of English language learners.	3.1B 3.1D 3.1F

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>101.5 pts below standard in Math CAASPP and maintained (-2.2 pts) from the previous year  18.3% prepared for college and career as measured by dashboard  22.4% chronically absent  85.1% graduation rate  4.5% suspension rate</p> <p>% of English Learners who met MUSD reclassification requirements  13.2%</p> <p>#/% of 3-12th grade English learners meeting growth target from Fall to Winter on MAP Reading and Math assessment  Reading: 42.5%  Math: 52.2%</p> <p><b>Scope:</b>  Limited to Unduplicated Student Group(s)</p>		
3.2	<p><b>Action:</b>  Support for Foster Youth</p> <p><b>Need:</b></p> <p>Chronic Abs: 22.7%  Suspension rate: 21.7%  graduation rate: 47.6%  82.7 pts below standard in ELA CAASPP and increased from the previous year by 26 pts;  153.3 pts below standard in Math CAASPP and increased 5.7 pts from the previous year</p>	see plan- connected to Differentiated Assistance work attached at end of this document	3.2B

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>College/Career status: 15% prepared Foster Youth need support in all areas from engagement to achievement to conditions and climate.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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.

### 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.

All sites have a high concentration of unduplicated students ranging from the lowest 60.3% to the highest 100% according to the 1.17 CALPADS report as of CBEDS day in October 2024. Therefore, all concentration grant add-on increases are being used at high needs sites and there is no discrepancy to report in the following tables. The methodology to allocate additional staff to our sites includes the consideration of concentrations of need. Whether it be concentration of English learners, concentration of FY or concentration of poverty, as unique needs become apparent, the additional concentration grant funding is applied. For example, FY and SED students have a high concentration in the Weston Ranch Area, so an additional mentor/counselor (1.5) as well as math teacher was hired for that site (3.4); at Manteca High where a high concentration of socio-economically disadvantaged students attend, two additional counselors (1.5) and two campus monitors (2.1) were hired with these funds. An additional ELD teacher was provided to four comprehensive high schools (3.1). An additional hour of paraprofessional time (1.8) was added for specific classrooms across the district, and supplemental school site assistants (2.1) were added across elementary schools. Sites present the need, along with the accompanying data, and through the lens of direct services and student need, executive leadership determines where additional personnel will be allocated, and in what capacity. Other actions that include salaries to meet this requirement are 3.1, 3.2 and 3.4.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	282,256,682	72,443,136	25.666%	1.878%	27.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$257,178,645.00	\$164,705,609.00	\$19,554,035.00	\$26,587,523.00	\$468,025,812.00	\$334,653,067.00	\$133,372,745.00

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	Supporting English Language Arts	All	No			All Schools	2024-2025	\$3,204,316.00	\$1,222,081.00	\$283,450.00	\$2,886,970.00		\$1,255,977.00	\$4,426,397.00	
1	1.2	Supporting Mathematics	All	No			All Schools	2024-2025	\$3,245,011.00	\$940,057.00	\$153,034.00	\$3,371,379.00		\$660,655.00	\$4,185,068.00	
1	1.3	Supporting Science	All	No			All Schools	2024-2025	\$224,226.00	\$26,600.00	\$11,600.00	\$46,000.00		\$193,226.00	\$250,826.00	
1	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$4,277,680.00	\$640,269.00	\$3,141,128.00	\$1,339,724.00	\$311,100.00	\$125,997.00	\$4,917,949.00	
1	1.5	Supporting career and educational pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	\$13,915,320.00	\$3,321,196.00	\$15,333,660.00	\$1,394,095.00	\$166,709.00	\$342,052.00	\$17,236,516.00	
1	1.6	Supporting Tk-3 alignment and early education needs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: 20 Elementary Schools + K-6 YCDS TK-3	2024-2025	\$8,543,918.00	\$73,500.00	\$8,262,186.00	\$15,752.00		\$339,480.00	\$8,617,418.00	
1	1.7	Supporting Technology, Digital Data and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$6,642,487.00	\$5,081,690.00	\$11,248,964.00			\$475,213.00	\$11,724,177.00	
1	1.8	Supporting System-wide work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$6,151,675.00	\$7,935,414.00	\$10,799,390.00	\$690,748.00		\$2,596,951.00	\$14,087,089.00	

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	Supporting base personnel, curriculum, services and supplies	All	No			All Schools	2024-2027	\$213,313,139.00	\$70,115,263.00	\$175,255,624.00	\$89,757,079.00	\$18,415,699.00		\$283,428,402.00	
2	2.1	Support for supplemental safety, well-being, and communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$730,898.00	\$241,650.00	\$581,590.00	\$113,608.00	\$277,350.00		\$972,548.00	
2	2.2	Support for improving school connectedness, attendance and behaviors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,485,653.00	\$16,763,739.00	\$13,400,316.00	\$7,962,478.00		\$886,598.00	\$22,249,392.00	
2	2.3	Support for families and students to actively engage with school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$861,985.00	\$333,571.00	\$540,206.00			\$655,350.00	\$1,195,556.00	
2	2.4	Engaging Educational Experiences and Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$7,040,481.00	\$20,620,121.00	\$10,915,280.00	\$16,494,207.00		\$251,115.00	\$27,660,602.00	
3	3.1	Support for Emerging Bilinguals (English learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$5,643,203.00	\$1,390,466.00	\$5,972,884.00	\$58,433.00		\$1,002,352.00	\$7,033,669.00	
3	3.2	Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: the DA plan focuses on August Knodt, George Komure, Great Valley, and Weston Ranch High Schools	2024-2027	\$269,679.00	\$8,300.00	\$277,979.00				\$277,979.00	
3	3.3	Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	\$53,788,409.00	\$3,018,173.00		\$39,033,869.00	\$383,177.00	\$17,389,536.00	\$56,806,582.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Support for Socio-economically disadvantaged youth	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$881,096.00	\$492,000.00	\$1,001,354.00			\$371,742.00	\$1,373,096.00	
3	3.5	Other supports and services	All	No			All Schools	2024-2027	\$332,607.00	\$153,035.00		\$444,363.00		\$41,279.00	\$485,642.00	
4	4.1	Reducing chronic absenteeism @ French Camp	All Students with Disabilities white, ELs, LTELs, Homeless, Students with Disabilities, SED, Hispanic	No			Specific Schools: French Camp	2024-2027	\$0.00	\$207,979.00		\$207,979.00			\$207,979.00	
4	4.2	Reducing suspensions @ French Camp	All	No			Specific Schools: French Camp Elementary	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Increasing English Language Arts proficiency @ French Camp	All Students with Disabilities Homeless, English learners, Students with Disabilities, LTELs	No			Specific Schools: French Camp	2024-2027	\$0.00	\$210,978.00		\$210,978.00			\$210,978.00	
4	4.4	Increasing Mathematics proficiency @ French Camp	All Students with Disabilities Homeless, SWDs, ELs, SED, Hispanic, LTELs	No			All Schools Specific Schools: French Camp	2025-2027	\$0.00	\$177,978.00		\$177,978.00			\$177,978.00	
5	5.1	English learner progress	All English Learners, LTELs,	No			Specific Schools: Calla	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.2	CTE access and expansion	All Hispanic, SED, EL	No			Specific Schools: Calla	2024-2027	\$0.00	\$19,757.00		\$19,757.00			\$19,757.00	
5	5.3	Increasing rigor and relevance of coursework	All Hispanic, SED, EL	No			Specific Schools: Calla	2024-2027	\$12,500.00	\$156,860.00		\$169,360.00			\$169,360.00	
5	5.4	Improve suspension rates	All Hispanic, LTEL	No			Specific Schools: Calla High	2025-2027	\$0.00	\$10,758.00		\$10,758.00			\$10,758.00	

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
6	6.1	increasing English learner success at New Vision	All English Learners	No			Specific Schools: New Vision	2024-2027	\$48,784.00	\$0.00		\$48,784.00			\$48,784.00	
6	6.2	CTE access and expansion	All Hispanic, SED	No			Specific Schools: New Vision	2024-2027	\$15,500.00	\$91,672.00		\$107,172.00			\$107,172.00	
6	6.3	Rigorous and relevant instruction - mathematics	All Hispanic	No			Specific Schools: New Vision	2025-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.1	Supporting academic and social growth in the classroom	All	No			Specific Schools: Yosemite School Community Day (K-6) Yosemite School Community Day (7-12)	2025-2026	\$22,500.00	\$40,484.00		\$62,984.00			\$62,984.00	
7	7.2	Improving attendance rates	All	No			Specific Schools: Yosemite School Community Day (K-6) Yosemite School Community Day (7-12)		\$2,000.00	\$18,450.00		\$20,450.00			\$20,450.00	
7	7.3	Relevant school programs and activities	All	No			Specific Schools: Yosemite School Community Day (K-6) Yosemite School Community Day (7-12)		\$0.00	\$60,704.00		\$60,704.00			\$60,704.00	

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

# 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
282,256,682	72,443,136	25.666%	1.878%	27.544%	\$81,474,937.00	0.000%	28.866 %	<b>Total:</b>	\$81,474,937.00
								<b>LEA-wide Total:</b>	\$51,628,228.00
								<b>Limited Total:</b>	\$6,250,863.00
								<b>Schoolwide Total:</b>	\$23,595,846.00

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	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,141,128.00	
1	1.5	Supporting career and educational pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$15,333,660.00	
1	1.6	Supporting Tk-3 alignment and early education needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: 20 Elementary Schools + K-6 YCDS TK-3	\$8,262,186.00	
1	1.7	Supporting Technology, Digital Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,248,964.00	
1	1.8	Supporting System-wide work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,799,390.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Support for supplemental safety, well-being, and communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$581,590.00	
2	2.2	Support for improving school connectedness, attendance and behaviors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,400,316.00	
2	2.3	Support for families and students to actively engage with school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$540,206.00	
2	2.4	Engaging Educational Experiences and Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,915,280.00	
3	3.1	Support for Emerging Bilinguals (English learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,972,884.00	
3	3.2	Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: the DA plan focuses on August Knodt, George Komure, Great Valley, and Weston Ranch High Schools	\$277,979.00	
3	3.4	Support for Socio-economically disadvantaged youth	Yes	LEA-wide	Low Income	All Schools	\$1,001,354.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$421,171,900.00	\$456,337,785.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supporting English Language Arts	No	\$2,611,066.00	\$3,377,854
1	1.2	Supporting Mathematics	No	\$2,626,357.00	\$2,652,568
1	1.3	Supporting Science	No	\$504,537.00	\$507,899
1	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	Yes	\$7,065,825.00	\$7,042,969
1	1.5	Supporting career and educational pathways	Yes	\$17,957,939.00	\$19,548,552
1	1.6	Supporting Tk-3 alignment and early education needs	Yes	\$8,910,183.00	\$10,126,698
1	1.7	Supporting Technology, Digital Data and Assessment	Yes	\$16,521,120.00	\$15,903,158
1	1.8	Supporting System-wide work	Yes	\$8,124,136.00	\$11,274,120
1	1.9	Supporting base personnel, curriculum, services and supplies	No	\$256,033,927.00	\$271,755,151
2	2.1	Support for supplemental safety, well-being, and communications	Yes	\$5,468,447.00	\$5,400,849

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	2.2	Support for improving school connectedness, attendance and behaviors	Yes	\$14,026,508.00	\$13,791,634
2	2.3	Support for families and students to actively engage with school	Yes	\$1,173,798.00	\$1,165,512
2	2.4	Engaging Educational Experiences and Opportunities	Yes	\$12,640,633.00	\$26,990,280
3	3.1	Support for Emerging Bilinguals (English learners)	Yes	\$10,134,006.00	\$9,926,483
3	3.2	Support for Foster Youth	Yes	\$347,870.00	\$398,502
3	3.3	Support for Students with Disabilities	No	\$54,071,691.00	\$53,496,787
3	3.4	Support for Socio-economically disadvantaged youth	Yes	\$1,585,640.00	\$1,574,860
3	3.5	Other supports and services	No	\$126,347.00	\$254,414
4	4.1	Reducing chronic absenteeism @ French Camp	No	\$195,996.00	\$170,430
4	4.2	Reducing suspensions @ French Camp	No	\$195,996.00	\$152,021
4	4.3	Increasing English Language Arts proficiency @ French Camp	No	\$391,993.00	\$383,642
5	5.1	English learner progress	No	\$94,384.00	\$48,806
5	5.2	CTE access and expansion	No	\$94,384.00	\$169,640
5	5.3	Increasing rigor and relevance of coursework	No	\$94,384.00	\$58,226

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.1	increasing English learner success at New Vision	No	\$87,367.00	\$52,759
6	6.2	CTE access and expansion	No	\$87,366.00	\$113,971

# 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)
\$62,123,629	\$64,497,598.00	\$64,295,430.00	\$202,168.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	Yes	\$3,071,933.00	\$2,978,951		
1	1.5	Supporting career and educational pathways	Yes	\$15,631,017.00	\$16,508,260		
1	1.6	Supporting Tk-3 alignment and early education needs	Yes	\$7,630,758.00	\$8,190,381		
1	1.7	Supporting Technology, Digital Data and Assessment	Yes	\$16,010,038.00	\$15,328,895		
1	1.8	Supporting System-wide work	Yes	\$2,135,023.00	\$1,883,725		
2	2.1	Support for supplemental safety, well-being, and communications	Yes	\$2,459,558.00	\$2,258,369		
2	2.2	Support for improving school connectedness, attendance and behaviors	Yes	\$4,250,032.00	\$4,028,589		
2	2.3	Support for families and students to actively engage with school	Yes	\$532,936.00	\$555,145		
2	2.4	Engaging Educational Experiences and Opportunities	Yes	\$2,526,766.00	\$2,707,987		
3	3.1	Support for Emerging Bilinguals (English learners)	Yes	\$8,983,224.00	\$8,671,122		
3	3.2	Support for Foster Youth	Yes	\$282,992.00	\$255,223		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Support for Socio-economically disadvantaged youth	Yes	\$983,321.00	\$928,783		

# 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)
\$269,488,649	\$62,123,629	2.684%	25.736%	\$64,295,430.00	0.000%	23.858%	\$5,061,274.34	1.878%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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



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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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



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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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



## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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



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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
November 2024

Student groups - See attached document for the schools/student groups identified with areas of need based on the California Dashboard. Each of the schools' groups is addressed more specifically in the site strategic plans, with actions and services and/or metrics which will show impact on the intended group.

MUSD identifies the following schools with areas of need based on the California Dashboard (receiving the lowest performance level on one or more state indicators):

- o August Knodt Elementary - (English Language Arts, Mathematics)
- o Calla High - (English Learner Progress Indicator, English Language Arts, Mathematics, College/Career Indicator)
- o East Union - (Mathematics)
- o George Y. Komure Elementary – (Suspension Rate)
- o Golden West Elementary - (Suspension Rate)
- o Great Valley Elementary - (Suspension Rate)
- o Joshua Cowell Elementary - (English Learner Progress Indicator)
- o Lathrop High - (English Learner Progress Indicator)
- o Lincoln Elementary - (English Learner Progress Indicator, English Language Arts, Mathematics)
- o Mossdale Elementary - (Suspension Rate)
- o Neil Hafley Elementary - (Suspension Rate, English Language Arts)
- o New Haven Elementary - (English Learner Progress Indicator)
- o New Vision High - (English Learner Progress Indicator)
- o Sequoia Elementary - (Suspension Rate, Mathematics)
- o Stella Brockman Elementary - (Suspension Rate)
- o Weston Ranch High - (Mathematics)

MUSD identifies the following student groups within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- o African American - (Suspension Rate)
- o American Indian - (Suspension Rate)
- o English Learners – (Mathematics)
- o Foster Youth - (Suspension Rate, English Language Arts, Mathematics, College/Career Indicator)

- o Homeless - (Suspension Rate)
- o Pacific Islander - (Suspension Rate)
- o Students with Disabilities - (Graduation Rate, English Language Arts, College/Career Indicator)

MUSD identifies the following student groups within a school within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- o August Knodt Elementary - African American, Asian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities
- o Brock Elliott Elementary - Asian, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities
- o Calla High - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- o East Union High - African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- o French Camp Elementary - Homeless, White
- o George McParland Elementary - Students with Disabilities
- o George Y. Komure Elementary - African American, Asian, English Learners, Filipino, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
- o Golden West Elementary - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White
- o Great Valley Elementary - African American, Asian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, White
- o Joseph Widmer Jr. Elementary - African American, Asian, English Learners, Students with Disabilities
- o Joshua Cowell Elementary - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, White
- o Lathrop Elementary - Asian, Filipino, Students with Disabilities
- o Lathrop High - English Learners, Homeless, Students with Disabilities
- o Lincoln Elementary - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- o Manteca High - Students with Disabilities
- o Mossdale Elementary - African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races

- o Neil Hafley Elementary - Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- o New Haven Elementary - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- o New Vision High - English Learners, Hispanic, Socioeconomically Disadvantaged
- o Nile Garden Elementary - African American, Students with Disabilities
- o Sequoia Elementary - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- o Shasta Elementary - Asian, Students with Disabilities
- o Stella Brockman Elementary - African American, Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- o Veritas Elementary - African American, Homeless, Students with Disabilities
- o Walter Woodward Elementary - African American, Asian, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races
- o Weston Ranch High - African American, English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantage

## OVERALL TAKEAWAYS FROM COMMUNITY FEEDBACK SESSIONS

Total number of attendees: 161

Total number of points by action/group of actions

Action/service	# of dots	Notes/observations
1.1-4,6,8	341	193 /certificated staff; 34 /classified staff; 114 /community; balanced among the actions except for county and state conferences which were significantly lower; greatest response was maintaining teacher induction program AND providing training and materials for ELA/MA/SCI
1.5	85	Strongest overall on college readiness courses to develop skills/meet personal and academic goals and explore future pathways
1.7	62	Biggest was using assessment platforms to measure stud academic performance and refine classroom instruction
2.1	56	Expert care for students with diagnosed physical and mental health needs (registered nurse; procedure nurse)
2.2	198	Individual and group counseling was biggest need; followed closely by school-wide program which reward positive behavior and providing appropriate resources to navigate academic and attendance barriers
2.3	74	Greatest need was to keep families informed of what is happening in schools (outreach) with strengthening the school/family relationship next
2.4	235	Greatest need was taking students on educational fieldtrips followed by providing motivational rewards and recognition for academic achievement and progress; there was great parity in the actions in this target with all six activities gathering 11-22% of the total dots in this target.
3.1	144	*Retain classroom support staff, i.e. bilingual paras; providing teacher training focused on improving instruction for English learners (across all groups)
3.2	41	Fewest overall dots
3.4	70	*resources and supplies for students experiencing homelessness
3.5	69	*Additional academic supports for identified groups/populations

## OBSERVATIONS BY GROUP – INFLUENCING THE LCAP- Target 1

Group	A/S	
Teachers	1.4-8	Enhancing art and music programs at the schools
Classified	7	Using assessment platforms
Parents/DELAC	5	college readiness courses to develop skills/meet personal and academic goals and explore future pathways
Elem Teacher	5	college readiness courses to develop skills/meet personal and academic goals and explore future pathways
Elem Teacher	7	Provide technology to students- after the content area supports, this was the next most valuable
MEA	1.4-8	Teacher induction program
CSEA	1.4-8	*Individualized supports and academic interventions; then TK/early literacy
PAC/Principals	1.4-8	Retaining subject area experts for staff trainings, coaching and individual teacher support

## OBSERVATIONS BY GROUP – INFLUENCING THE LCAP- Target 2

Group	A/S	
Teachers/Parents Principals/TOSAs	2	Provide individual and group counseling sessions, available for all students; identify barriers to success
Classified	4	Before/after school programs
PAC/Parents/DELAC	4	Take students on educational excursions; Jr High Sports league
Elem Teacher	4	Jr high sports league; improve engagement
MEA	4	* All of 2.4; Before/after school programs, Schoolwide behavior programs
CSEA	1,4	*Nutrition; junior high sports league
PAC/Principals	4	Motivational rewards/recognition; improve student engagement

## OBSERVATIONS BY GROUP – INFLUENCING THE LCAP- Target 3

Group	A/S	
Teachers/PAC/Parents	1	Retaining classroom support staff
Classified		Retain classroom support staff
DELAC	1	Retain classroom support staff; teacher trng/pd focused on instruction for ELs thru conferences
Certificated admin	1	Providing teacher training focused on ELs1
Elem /HS Teacher	1	Providing additional programs to help improve Eng proficiency
MEA	1	Focused on training for teachers of ELs; second was retaining classroom support staff; teacher trng/pd focused on instruction for ELs thru conferences
Elementary tchrs/Parents	2	Connect students and their families to needed resources

HS &Elem Teachers/PAC	4	Resources to help students experiencing homelessness
HS tchrs / DELAC	4	Transportation for migrant students
PAC / Elem tchrs	4	Internet access for qualifying students
Parents/class admin/HS tchrs/PAC	5	Mentoring and additional academic supports
Principals/TOSAs	1	Heavily focused on training for teachers of ELs; second was retaining classroom support staff