LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced City School District
CDS Code: 24 65771 000000
School Year: 2025-26
LEA contact information:
Aaron Alexander
Director of State & Federal Programs
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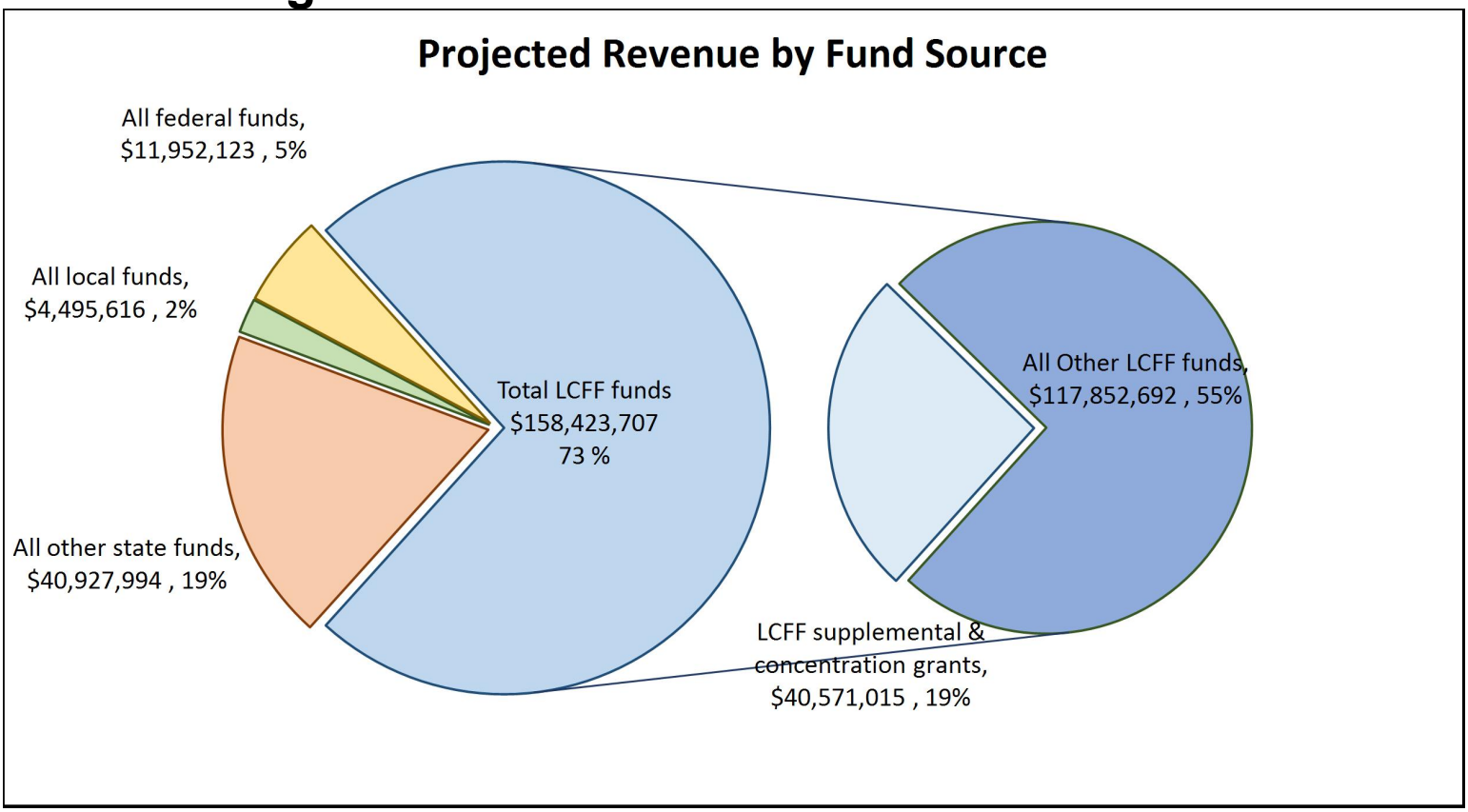
(209) 385-6664

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue Merced City 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 Merced City School District is $215,799,440, of which $158,423,707.00 is Local Control Funding Formula (LCFF), $40,927,994.00 is other state funds, $4,495,616.00 is local funds, and $11,952,123.00 is federal funds. Of the $158,423,707.00 in LCFF

Funds, $40,571,015.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

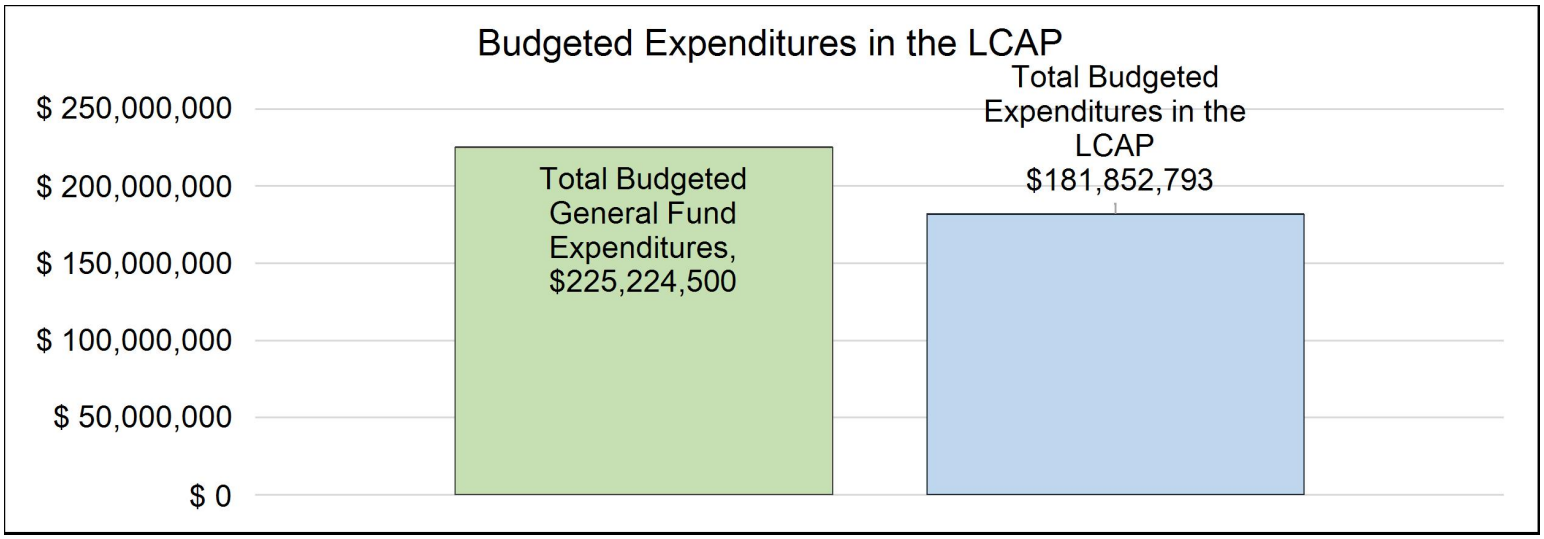
2025 - 2026 MCSD LCAP
Projected Revenue by Fund Source

Funding Source	*Projected Revenue*
Federal Funds	$11,952,123
Local Funds	$4,495,616
Other State Funds	$40,927,994
Local Control Funding Formula (LCFF)	$158,423,707*
Total Revenue Projected	***$215,799,440***

**$40,571,015 is generated to support students with high needs: foster youth, English learners, and low-income students*

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Merced City 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: Merced City School District plans to spend $225,224,500.00 for the 2025-26 school year. Of that amount, $181,852,793.00 is tied to actions/services in the LCAP and $43,371,707 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

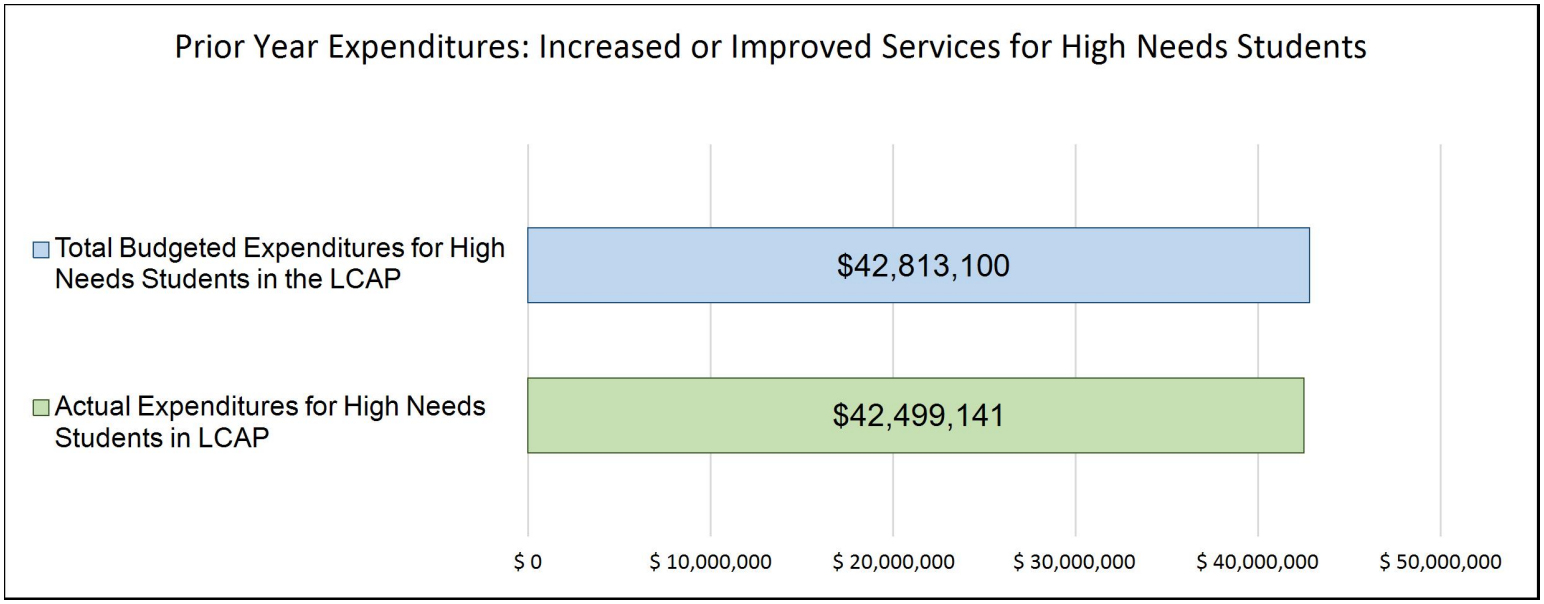
Home to school transportation, utilities, and the funding of the Maintenance and Operations Department, Facilities Department, Fiscal Department, Personnel Department, Officer Managers and Clerks, School Nutrition Services Department, and the Office of the Superintendent.

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

In 2025-26, Merced City School District is projecting it will receive $40,571,015.00 based on the enrollment of foster youth, English learner, and low-income students. Merced City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced City School District plans to spend $42,248,777.00 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 Merced City 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 Merced City 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, Merced City School District's LCAP budgeted $42,813,100.00 for planned actions to increase or improve services for high needs students. Merced City School District actually spent $42,499,141.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $313,959 had the following impact on Merced City School District’s ability to increase or improve services for high needs students:

The existing difference reflects the District using alternate funding sources to carry-out similar LCAP-based actions to meet the diverse needs of our students in order to increase or improve services.

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
Merced City School District	Aaron Alexander Director of State & Federal Programs	aalexander@mcsd.k12.ca.us (209) 385-6664

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.

Merced City School District's vision strives for our students to have the academic skills and personal characteristics to continue their learning journey, pursuing their passions and talents. We accomplish this vision by carrying out the mission to ensure equitable access to high-quality instruction in environments that value and build from students' unique talents. Our District team provides positive, inclusive environments where all students feel safe, respected, and connected. We promise to empower all students and nurture them to build personal success and contribute to society.

In the Spring of 2024, the Board of Education selected Mrs. Julianna Stocking as Superintendent, who began her role on July 1, 2024. Superintendent Stocking leads the district with three key components in mind: Safety, both physical and social-emotional; Maintaining Positive Relationships; and Increasing Literacy rates amongst our students, with emphasis on our most underserved students.

MCSD is one of the largest school districts within Merced County, serving approximately 11,180 students from diverse backgrounds, including:

- 1,785 (16%) English Language Learners
- 9,000 (80.5%) Socioeconomically Disadvantaged Students
- 144 (1.3%) Homeless Students

- 110 (<1%) Foster Youth
- 1,183 (10.5%) Students with Disabilities

Source: MCSD Dashboard, April 4, 2025

The District focuses on student success and commits to providing high-quality instructional programs for all children by implementing the Common Core State Standards (CCSS), a robust assessment plan, ongoing professional development, and a Multi-Tiered System of Support (MTSS). There are fourteen TK-6 elementary schools; 13 of the 14 elementary schools offer State Preschool. There are four middle schools consisting of 7th and 8th grades. A Community Day School program is available for students with special behavioral needs and receives additional support through the Equity Multiplier. Community Day School was identified to receive Equity Multiplier funds due to the prior year's non-stability rate being greater than 25 percent and the prior year's socioeconomically disadvantaged pupil rates being greater than 70 percent.

Programs and services supplemental to the district's base offerings are intentionally designed to serve and increase the academic achievement of unduplicated pupils and other students in need. The District partners with local organizations and agencies dedicated to increased equity and inclusion in the Merced community. Funds from the Local Control Funding Formula and other funding streams strengthen academic offerings, increase engagement, provide additional learning time, and provide wrap-around social-emotional support for students. A portion of the funding is used to attract and retain teachers.

MCSD recognizes and values the involvement of educational partners in developing the Local Control Accountability Plan (LCAP). A shared focus promotes high levels of engagement and achievement for all students, especially pupils designated as Unduplicated. Parent and community involvement in education is valued and encouraged. The District supports parents through the Department of Pupil Services, three bilingual Community Outreach Specialists, site-based community liaisons, and specialized staff such as social workers and a Family and Student Engagement Coordinator. Parent education workshops are offered virtually and in person. Parents are encouraged to share their talents with their child's school. Opportunities for parental involvement include volunteering in classrooms, participating in site committees, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Clubs (PTC), and supporting events such as District March Madness, STEAM Fair, and the Student Spotlight Performance. Parents also represent sites on district-level committees, such as the District English Learner Advisory Committee (DELAC), and the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC).

Site-driven LCAP Teams, in conjunction with the community, continue to drive LCAP implementation. School allocations are calculated using a mathematical formula based on the quantity of unduplicated pupils per site. The site-based structure compels school leaders to share LCAP work transparently. It contributes to meaningful educational partner input during forums for staff, parents, students, and the general public. Budgets are developed in collaboration with SSC, ELAC, and site Leadership Teams. LCAP representation teams from each school are composed of parents, community members, students, and staff.

*Merced City School District does not have a high school (grades 9-12).

The following metrics are not part of the LCAP:
1) Share of students who are college and career-ready (graduation rate and graduates completing UC/CSU required courses);
2) Share of students who pass Advanced Placement (AP) exams with a 3 or higher;
3) Share of students determined to be prepared for college by the Early Assessment Program (EAP);
4) High school dropout rates; and,
5) High school graduation rates.

Reflections: Annual Performance

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

2024 California School Dashboard Analysis:

The Academic Performance of the Dashboard contains three measures: English Language Arts/Literacy, Mathematics, and the English Learner Progress Indicator (ELPI). These measures show how well students are meeting grade-level standards or how they are making progress in learning English. They are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments, which are taken each spring by students in grades three through eight and grade eleven.

English-Language Arts

MCSD 3rd through 8th-grade students who took the Language Arts California Assessment of Student Performance and Progress, or CASSPP, during the 2023-2024 School Year INCREASED by an average of 4.6 points which designates MCSD as YELLOW, or MEDIUM Category, for English Language Arts. All MCSD Students are, on average, 45.7 points below standard.

Four (4) subgroups of MCSD students performed at VERY LOW rates compared to the year prior: Homeless (+1 point); Long-Term English Learners (-8.2 points); Foster Youth (-4.5 points); and Students with Disabilities (-3.9 points) were designated RED.

Three (3) subgroups performed at VERY LOW or LOW rates, but improved from the prior year and designated ORANGE: Black/African American (+1.3 points); English Learner (+5.8 points); and White (+1.3 points).

Four (4) subgroups performed, or changed, at MEDIUM Rates, but remained at LOW status and categorized as YELLOW: Two or More Races (+12.3 points); Asian (+5.2 points); Hispanic (+5 points); and Socio-Economically Disadvantaged (+7 points).

Filipino students who took the CAASPP in the Spring of 2024 performed at high levels, increasing an average of 3.2 points, categorizing them as GREEN.

Twelve (12) MCSD schools MAINTAINED or INCREASED overall student performance:

Cruickshank Middle (+12.6 points); Givens Elementary (+6.5 points); Gracey Elementary (+7.1 points); Muir Elementary (+11.4 points); Peterson Elementary (+4.2 points); Reyes (+7.8 points); Rivera Elementary (+8.9 points); Rivera Middle (+7.6 points); Stefani Elementary (+10.5 points); Stowell Elementary (+5.2 points); Tenaya Middle (+4.1 points); and Wright Elementary (+14 points).

The following MCSD SCHOOLS were noted to have the LOWEST (RED) status for English Language Arts (ELA):
Sheehy Elementary

The following MCSD SCHOOLS were noted to have performed VERY LOW (ORANGE) status for English Language Arts (ELA):
Reyes Elementary; and, Stowell Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Language Arts (ELA):
Chenoweth Elementary; Franklin Elementary; Hoover Middle; Burbank Elementary; and, Fremont Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (YELLOW) status for English Language Arts (ELA):
Givens Elementary; Peterson Elementary; Wright Elementary; Cruickshank Middle; Stefani Elementary; Muir Elementary; Gracey Elementary; Rivera Elementary; Rivera Middle; and, Tenaya Middle.

The following MCSD student groups, district-wide, were identified with the LOWEST (RED) status for ELA:
Foster Youth, Homeless, Long-Term English Learners, and Students with Disabilities.

The following student groups, by site, were identified with the LOWEST (RED) status by indicator for ELA:
Chenoweth Elementary: Students with Disabilities (SWD); Cruickshank Middle: SWD; Fremont Elementary: English Learner (EL); Hoover Middle: SWD, EL, & Long-Term English Learner (LTEL); Rivera Middle: SWD; Sheehy Elementary: All Students, EL, SWD, Hispanic, & Socio-Economically Disadvantaged;
Stowell Elementary: SWD; and, Tenaya Middle: EL, SWD, & LTEL.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's English Language Arts Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State Average for ELA:
13.2 Points Below Average, ORANGE, MAINTAINED +0.4 points

Foster Youth State Average for ELA
87.3 Points Below Average, RED, MAINTAINED +1.9 points

Homeless State Average for ELA
70.4 Points Below Average, RED, MAINTAINED +2.5 points

Long-Term English Learner State Average for ELA
109.6 Points Below Average, RED, DECLINED 3.4 points

Students with Disabilities State Average for ELA
95.6 Points Below Average, RED, MAINTAINED +0.7 points

Mathematics

MCSD 3rd through 8th-grade students who took the Mathematics California Assessment of Student Performance and Progress, or CASSPP, during the 2023-2024 School Year MAINTAINED an average of 0.8 points, which designates MCSD in an ORANGE, or LOW Category, for Mathematics. All MCSD Students are, on average, 82.1 points below standard.

Three (3) subgroups of MCSD students performed at VERY LOW rates compared to the year prior and were designated RED:
English Learners (+0.5 points); Homeless (+1.9 points); and Long-Term English Learners (-16.9 points).

Seven (7) subgroups performed at whose status was VERY LOW rates compared but slightly increased performance from the prior year and designated ORANGE:
Black/African American (+6.6 points); Foster Youth (+13.3 points); Hispanic (+0.4 points); Two or More Races (+2.9 points); Socio-Economically Disadvantaged (+3.8 points); and White (-1.3 points).

Two (2) subgroups performed at a MEDIUM level and designated YELLOW:
Asian (+3.8 points); and Filipino (+7.3 points).

Fourteen (14) MCSD schools that MAINTAINED or INCREASED overall student performance:
Fremont Elementary (+3.8 points); Givens Elementary (+17.5 points); Gracey Elementary (+5 points); Muir Elementary (+15.4 points); Peterson Elementary (+9.2 points); Reyes Elementary (+3 points); Rivera Middle (+3.5 points); Sheehy Elementary (+3.5 points); Stefani Elementary (+3.9 points); Stowell Elementary (+6 points); Rivera Elementary (+2 points); Tenaya Middle (-2 points (MAINTAINED)); and Wright Elementary (+10.6 points).

The following MCSD SCHOOLS had the LOWEST (RED) Mathematics status: Hoover and Tenaya Middle Schools.

The following MCSD SCHOOLS were noted to have performed VERY LOW (ORANGE) status for English Language Arts (Mathematics): Rivera Middle; and, Stowell Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Language Arts (Mathematics): Chenoweth Elementary; Franklin Elementary; Cruickshank Middle; Burbank Elementary; and, Rivera Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (YELLOW) status for English Language Arts (Mathematics): Reyes Elementary; Peterson Elementary; Wright Elementary; Stefani Elementary; Fremont Elementary; Gracey Elementary; Sheehy Elementary; Givens Elementary; and, Muir Elementary.

The following MCSD student groups, district-wide, identified with the LOWEST (RED) status for Math: English Learners, Homeless, and Long-Term English Learners.

The following student groups, by site, were identified with the LOWEST (RED) status by indicator for Mathematics:
Chenoweth Elementary: Students with Disabilities (SWD); Cruickshank Middle: Hispanic, Socio-Economically Disadvantaged (SED), and SWD; Fremont Elementary: English Learner (EL); Gracey Elementary: EL; Hoover Middle: All Students; EL, Hispanic, SED, SWD, and Long-Term English Learners (LTEL); Rivera Elementary: SWD
Rivera Middle: Hispanic, SWD, LTEL; Sheehy Elementary: EL; and, Tenaya Middle: All Students; EL, Hispanic, SED, SWD, and LTEL.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Mathematics Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State Average for Math:
47.6 Points Below Average, ORANGE, MAINTAINED +1.5 points

F/Y State Average for Math
127.4 Points Below Average, Red, Maintained +1.4 points

Homeless State Average for Math
106 Points Below Average, RED, DECLINED -4.7 points

English Learner Statewide Average for Math
93.4 Points Below Average, ORANGE, MAINTAINED 0 points

Long-Term English Learner Statewide Average for Math
163.5 Points Below Average, RED, MAINTAINED -0.4 points

Students with Disabilities Statewide Average for Math
124.3 Points Below Average, RED, MAINTAINED +2.9 points

English Learner Proficiency Indicator

Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress Indicator (ELPI) measure looks at the progress that English Learner students are making toward achieving English proficiency. Each spring, English learner students take the Summative Assessment, which measures how well students are progressing in each of the four (4) domains of the English language: reading, writing, listening, and speaking. Results from the ELPAC are used to calculate the English Learner Progress Indicator.

The California School Dashboard results indicate that MCSD English Learners in grades Kindergarten through 8th grade continue to make progress on the annual English Language Proficiency Assessments for California, or ELPAC.

49.7%, or an increase of 0.7%, or MAINTAINED, compared to the year prior, of our ELs make progress through the levels of EL status and are designated as YELLOW.

15% of our students declined a level, 34.9% of English Learners MAINTAINED their current level, 0.2% maintained level 4, the highest level of EL status before being reclassified, and 49.9% of EL students progressed at least one level.

To expand on our success, ten (10) of our sites showed year-to-year improvement by INCREASING/MAINTAINING the percentage of students growing from one level to another:
Burbank Elementary (+8.7 points), Chenoweth Elementary (+34.8 points), Fremont Elementary (+6.1 points), Muir Elementary (+21.6 points), Peterson Elementary (+10 points), Rivera Elementary (+1.2), Rivera Middle (-1.2 points (MAINTAINED)), Sheehy Elementary (+15.6 points), Wright Elementary (+9 points).

The following schools were noted to have the LOWEST (RED) status for English Language Proficiency Indicator (ELPI):
Burbank, Reyes, Givens, and Franklin Elementary Schools.

The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Language Proficiency Indicator (ELPI):
Stefani Elementary; and, Gracey Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (YELLOW) status for English Language Proficiency Indicator (ELPI):
Burbank Elementary

The following MCSD SCHOOLS were noted to have performed MEDIUM (ORANGE) status for English Language Proficiency Indicator (ELPI):
Hoover Middle; and, Tenaya Middle.

REFERENCE POINTS:
ELPI State Average:
45.7% Making Progress; DECLINED, -1%, ORANGE

Chronic Absenteeism

The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Chronically absent students miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district.

21.8% of MCSD students in grades TK-8 during the 2023-24 school year missed 10% or more of the school year, which DECLINED Significantly by 8.3% from the year prior, which designates MCSD as YELLOW, or MEDIUM Category, for Chronic Absenteeism Rates. No MCSD subgroups of students were rated as VERY HIGH (RED) or HIGH (ORANGE) on the 2024 California School Dashboard for Chronic Absenteeism.

Twelve (12) subgroups missed a significant amount of school, but remained chronically absent at VERY HIGH or HIGH rates but improved from the prior year and were categorized as YELLOW- Maintaining their status: African American (-9.3%); English Learners (-5.2%); Foster Youth (-3.8%); Hispanic (-9.1%); Two or More Races (-9.4%); Socioeconomically Disadvantaged (-9.1%); Students with Disabilities (-10.6%); White (-5.2%), Filipino (-6%), American Indian (-16.3%), Homeless (-21.4%), and Long-Term English Learners (-6.3%).

MCSD's Asian subgroup of students DECLINED at high rates (-8.4%) and is categorized as GREEN.

ALL MCSD schools decreased the Chronic Absenteeism rates. Notably, the following school sites DECLINED by 10% or more: Franklin Elementary (-16.1%), Givens Elementary (-13.1%), Gracey Elementary (-10.5%), Hoover Middle (-13.9%), Muir Elementary (-14.9%), and Rivera Elementary (-10.1%).

The following MCSD schools were noted to have the VERY HIGH (RED) status for Chronic Absenteeism (CA): NONE

The following MCSD schools were noted to have the VERY HIGH (YELLOW) status for Chronic Absenteeism (CA):
Reyes Elementary; Wright Elementary; Stowell Elementary; Franklin Elementary; Fremont Elementary; Muir Elementary; Gracey Elementary; Sheehy Elementary; Rivera Elementary; Rivera Middle; and, Tenaya Middle.

The following MCSD schools were noted to have the HIGH (YELLOW) status for Chronic Absenteeism (CA):
Cruickshank Middle; Givens Elementary; Peterson Elementary; Chenoweth Elementary; Hoover Middle; Stefani Elementary; and, Burbank Elementary.

The following MCSD student groups, district-wide, identified with the VERY HIGH(RED) status for CA: NONE

The following MCSD student groups, by site, were identified with the VERY HIGH (RED) status by indicator for CA:
Cruickshank Middle: Two or More Races and Students with Disabilities (SWD); Hoover Middle: Black/African American; Peterson Elementary: English Learner; Rivera Elementary: Black/African American; Rivera Middle: White; Tenaya Middle: Long-Term English Learners; and, Wright Elementary: English Learners.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Chronic Absenteeism Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State CA Average:
18.6% Chronically Absent, YELLOW, DECLINED -5.7%

Foster Youth State CA Avg:
30.5% CA Average, YELLOW, DECLINED -3.5%

Homeless State Average:
32.7% CA Average, YELLOW, DECLINED -6%

Long-Term English Learners State Average:
23.9% CA Average, YELLOW, DECLINED -4.3%

Students with Disabilities
26.3% CA Average, YELLOW, DECLINED -6.8%

Suspension Rate

The Suspension Rate measure shows the percentage of students who were suspended at least one time during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others. Note: A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension.

4.8% of our students in grades TK-8 during the 2023-24 School Year were suspended at least once - which INCREASED two-tenths percent (+0.2%) from the year prior, which designates MCSD as ORANGE, or HIGH Category, for Suspension Rates.

Three (3) subgroups of MCSD students were suspended at VERY HIGH (RED) rates than the year prior: Foster Youth (+2.5%), Long-Term English Learners (+1.9%), and Students with Disabilities (0.5%).

Six (6) subgroups were suspended at VERY HIGH or HIGH rates but improved from the year prior than the prior year and designated ORANGE: Black/African American (-0.9%), Filipino (+3.3%), Hispanic (+0.1%), Two or More Races (+1.4), Socio-Economically Disadvantaged (+0.2%), and White (+1.5%).

Two (2) subgroups were suspended at HIGH rates but were suspended less than the year prior were designated YELLOW: English Learners (-0.4%) and Homeless (-2.9%).

Two (2) subgroups were suspended at LOW rates and designated as GREEN: American Indian (-6.9%) and Asian (-0.7%).

Seven (7) MCSD sites DECREASED their Suspension Rates: Franklin Elementary (-0.5%), Gracey Elementary (-1.2%), Hoover Middle (-0.8%), Peterson Elementary (-0.9%), Sheehy Elementary (-3.8%), Stowell Elementary (-0.3%), Tenaya Middle (-0.7%), and Reyes Elementary (0.3%).

The following MCSD schools were noted to have the VERY HIGH (RED) status for Suspension Rates:

Community Day; and, Rivera Middle.

The following MCSD schools were noted to have the HIGH (RED) status for Suspension Rates:
Burbank Elementary.

The following MCSD schools were noted to have the HIGH (ORANGE) status for Suspension Rates:
Wright Elementary; Cruickshank Middle; and; Stefani Elementary.

The following MCSD schools were noted to have the MEDIUM (ORANGE) status for Suspension Rates:
Fremont Elementary; Givens Elementary; Reyes Elementary; and, Chenoweth Elementary.

The following MCSD student groups, district-wide, identified with the HIGHEST (RED) status for Suspension Rates: Foster Youth, Long-Term English Learners, and Students with Disabilities.

The following MCSD student groups, by site, identified with the HIGHEST (RED) status by indicator for Suspension Rates:
Burbank Elementary: All Students, Hispanic, & Socio-Economically Disadvantaged (SED); Cruickshank Middle: Students with Disabilities (SWD); Fremont Elementary: Hispanic & SED; Givens Elementary: SWD; Hoover Middle: English Learners (EL), SWD, and Long-Term English Learners (LTEL); Muir Elementary: Black/African American;
Reyes Elementary: EL, & SWD; Rivera Middle: All Students, Black/African American, SED, Two or More Races, & White; Stefani Elementary: Black/African American, & SWD; Tenaya Middle: LTEL; and, Wright Elementary: EL, & SWD.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Suspension Rate Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State SUS Average:
3.2% SUS at least one day LOW (GREEN), DECLINED -0.3%

F/Y State SUS Avg:
13.2% SUS at least one day HIGH (ORANGE), DECLINED -0.4%

Homeless State SUS Avg:
5.7% SUS at least one day, MEDIUM (YELLOW), DECLINED -0.8%

Students with Disabilities State SUS Avg:
5.4% SUS at least one day, MEDIUM (YELLOW), DECLINED -0.5%

Long-Term English Learners State SUS Avg:
8.1% SUS at least on day, HIGH (ORANGE), DECLINED -0.9%.

2023 CALIFORNIA SCHOOL DASHBOARD RESULTS, AS PER CALIFORNIA DEPARTMENT OF EDUCATION REQUIREMENT TO SERVE AS EVIDENCE OF THE FIRST OF A THREE-YEAR LCAP CYCLE:

ENGLISH-LANGUAGE ARTS
3rd through 8th-grade students who took the Language Arts California Assessment of Student Performance and Progress, or CASSPP, during the 2022-23 School Year Declined by an average of 4.6 points - which designates us in an Orange, or Low Category, for English Language Arts.
3 subgroups of MCSD students performed at very low rates compared to the year prior: African American (-5 points); English Learners (-4.3 points); and Foster Youth declined by (-9 points), were designated Red.
6 subgroups performed at low rates compared to the prior year and designated Orange: Asian (-3 points), Hispanic (-4.6 points), Socioeconomically Disadvantaged (-3.6 points), and White (-6.1 points). Students with Disabilities and Homeless students, while increasing (5 and 14 points, respectively) were performing at low rates.

The Two or More Races subgroup was categorized as Yellow as they maintained an average Increase of 5.4 points. Filipino students who took the CAASPP in the Spring of 2023 are performing at high levels as they increased an average of 6.7 points - categorizing them as Green.

The following schools were noted to have the lowest status for English Language Arts (ELA): Sheehy, Wright, Muir, and Stowell.

The following student groups, district-wide, identified with the lowest status for ELA: English Learners, Foster Youth, and African American.

The following student groups, by site, identified with the lowest status by indicator for ELA: Chenoweth, Students with Disabilities; Cruickshank, English Learners and Students with Disabilities; Fremont, English Learners and Hispanic; Givens, English Learners and Socioeconomically Disadvantaged; Gracey, English Learners; Hoover, English Learners and Students with Disabilities; Muir, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Peterson, Students with Disabilities; Reyes, Hispanic; Rivera Middle, English Learners; Sheehy, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Stefani, Students with Disabilities; Stowell, English Learners, Hispanic, Socioeconomically Disadvantaged; Tenaya, English Learners and Students with Disabilities; Wright, English Learners, Hispanic and Socioeconomically Disadvantaged.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's English Language Arts Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

MATHEMATICS
3rd through 8th-grade students who took the Mathematics California Assessment of Student Performance and Progress, or CASSPP, during the 2022-23 School Year Maintained by an average of 1.6 points - which designates MCSD in an Orange, or Low Category, for Mathematics

2 subgroups of MCSD students performed at very low rates compared to the year prior: African American (-1.8 points); and Foster Youth declined by (-2.5 points), were designated Red.

7 subgroups performed at low rates compared to the prior year and designated Orange: Asian and Filipino declined (-4.5 points and -2 points); however the other 5 subgroups within Orange increased their average scores: Hispanic (+2.8 points); English Learners (+3.2 points); White (+0.3 points); Students with Disabilities and Homeless students increased significantly, (+10 and +31.5 points, respectively) were still performing at low rates.

Two or More Races and Socioeconomically Disadvantaged subgroups were categorized as Yellow as they Maintained an average increase of 14.8 points and 3.4 points.

Filipino students who took the CAASPP in the Spring of 2023 are performing at high levels as they increased an average of 6.7 points - categorizing them as Green.

The following schools had the lowest Mathematics status: Rivera Middle, Stowell, and Tenaya.

The following student groups, district-wide, identified with the lowest status for Math: Foster Youth, and African American.

The following student groups, by site, identified with the lowest status by indicator for Mathematics: Chenoweth, Students with Disabilities; Cruickshank, Socioeconomically Disadvantaged; Fremont, Hispanic; Givens, English Learners; Muir, Students with Disabilities; Peterson, Students with Disabilities; Rivera Elementary, English Learners, Students with Disabilities, and African American; Rivera Middle, English Learners, Hispanic and Socioeconomically Disadvantaged; Sheehy, English Learners, Students with Disabilities; Stefani, English Learners; Stowell, English Learners, Hispanic, Socioeconomically Disadvantaged; Tenaya, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Wright, Hispanic and English Learners.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Mathematics Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

ENGLISH LEARNER PERFORMANCE INDICATOR
Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress measure looks at the progress that English Learner students are making toward achieving English proficiency. Each spring, English learner students take the Summative Assessment, which measures how well they know and understand English. Results from the ELPAC are used to calculate the English Learner Progress measure.

We are pleased to report that our English Learners in grades Kindergarten through 8th grade continue to make progress on the annual English Language Proficiency Assessments for California, or ELPAC. 49%, or an increase of 3.9% compared to the year prior, of our ELs make progress through the levels of EL status and are designated as Green. While 15.6% of our students declined a level, 35% of English Learners maintained their current level, 4% maintained level 4, the highest level of EL status before being reclassified, and 48.1% of EL

students progressed at least one level. English Learner Proficiency Indicator. To expand on our success, 13 of our sites showed year-to-year improvement by increasing the percentage of students growing from one level to another.

The following schools had the lowest ELPI status: Burbank Elementary.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's English Learner Progress Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

CHRONIC ABSENTEEISM
The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Chronically absent students miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district. 30.1% of our students in grades TK-8 during the 2022-23 school year missed 10% or more of the school year - which Declined Significantly by 11.2% from the year prior, which designates us in a Yellow, or Very High Category, for Chronic Absenteeism Rates.

1 subgroup of MCSD students was absent at a higher rate than the year prior: Students who were experiencing Homelessness increased chronic absenteeism by 9.8% and were categorized by Red.

2 subgroups of MCSD students missed a high level of school: American Indian and Filipino students declined their rates by 19.2 and 6.8% compared to the year prior, but as a group, missed a significant amount of school.

9 other subgroups missed a significant amount of school, but declined their chronic absenteeism rates from the prior year and were categorized as Yellow- Maintaining their status: African American (-6.2%); Asian (-8.4%); English Learners (-14%); Foster Youth (-13.6%); Hispanic (-11.8%); Two or More Races (-11.4%); Socioeconomically Disadvantaged (-12.4%); Students with Disabilities (-13.7%); and White (-11.6%).

ALL MCSD schools decreased the Chronic Absenteeism rates. Notably, Peterson, Reyes, and Stefani decreased their rate by over 20%.

The following schools were noted to have the lowest status for Chronic Absenteeism (CA): Rivera Elementary and Wright

The following student groups, district-wide, identified with the lowest status for CA: Homeless

The following student groups, by site, identified with the lowest status by indicator for CA: Chenoweth, African American; Fremont, African American and Two or More Races; Hoover, Students with Disabilities; Rivera Elementary, Hispanic and White; Stowell, English Learners; Wright, Hispanic.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Chronic Absenteeism Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

SUSPENSION RATE
The Suspension Rate measure shows the percentage of students who were suspended at least one time during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others. Note: A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension.

4.6% of our students in grades TK-8 during the 2022-23 School Year were suspended at least once - which Increased half a percent from the year prior, which designates us in an Orange, or High Category, for Suspension Rates.

4 subgroups of MCSD students were suspended at very high rates than the year prior: African American (+1%); American Indian (+7%);

Homeless (+1%), and Foster Youth actually declined by (-0.2), but were still suspended at higher rates and designated Red.

7 subgroups were suspended at higher rates than the prior year and designated Orange: Asian (+0.3%), English Learners (+1.3%), Hispanic (+0.6), Two or More Races (+1.2%), Socioeconomically Disadvantaged (+0.6%), White (-0.1), and Students with Disabilities, while decreasing -1%, were still considered to be suspended at high rates.

We also see that Filipino students were suspended less than the previous year, a decrease of 4%, which categorizes them in a Blue Category, or Very Low.

Nine MCSD sites decreased their Suspension Rates: Burbank, Chenoweth, Cruickshank, Franklin, Fremont, Givens, Reyes, Rivera Elementary, and Tenaya.

The following schools were noted to have the lowest status for Suspension Rates: Hoover, Rivera Middle, Sheehy, and Stowell.

The following student groups, district-wide, identified with the lowest status for Suspension Rates: Foster Youth, Homeless, American Indian, and African American.

The following student groups, by site, identified with the lowest status by indicator for Suspension Rates: Cruickshank, English Learners and African American; Gracey, English Learners; Hoover, English Learners, Hispanic, Socioeconomically Disadvantaged, African American, and Students with Disabilities; Rivera Middle, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and African American; Sheehy, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Stefani, White and African American; Stowell, English Learners, Hispanic, Socioeconomically Disadvantaged;

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Suspension Rate Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
MCSD plans on using $5,333,568 of Learning Recovery Emergency Block Grant (LREBG) funds to provide services to our students. MCSD leverages existing assessments and the California School Dashboard to provide the data that serves as the Needs Assessment protocol for this funding.
To improve Academic Performance, MCSD intends to use $4,304,109 to retain eighteen (18) Intervention Teachers and eighteen (18) Intervention Instructional Assistants at all of MCSD's 18 comprehensive school sites. MCSD District Progress Assessments completed in March of 2025 indicate that 40% of third through eighth grade students are two or more years below standard, and 26% of those same students are one year below standard. More directly, 66% of MCSD third through eighth grade students are not at grade level. This LREBG Action correlates with existing MCSD LCAP Goal 1, Action 2.
To improve engagement and conditions and climate on campus, MCSD used the 2024 California School Dashboard, which indicates that MCSD suspends at a High rate (Orange), or 4.8% of its TK-8 grade students at least once. In terms of Chronic Absenteeism, the 2024 California School Dashboard revealed that 21.8% of MCSD students miss 10% or more of school. Therefore, MCSD will take a multi-faceted approach to meet student needs that includes using $637,046 to retain four (4) Board Certified Behavior Analysts (correlates to existing MCSD LCAP Goal 2, Action 1) to ensure students' behavioral needs are identified and met with a specific plan for improvement to reduce suspensions and improve daily attendance. MCSD will contract with a vendor to provide supplemental, clinically-based mental health supports (correlates to existing MCSD LCAP Goal 2, Action 1) for students to meet their mental health needs so that they are ready to learn, everyday. This will increase daily attendance and reduce suspensions. The contract will not exceed $60,000. Finally, MCSD will use $332,413 to fund four (4) campus security liaisons (correlates to existing MCSD LCAP Goal 2, Action 2) that will improve safety conditions on campus. These staff will reassure students, staff, and parents and will improve average daily attendance and promote positive behavior, reducing suspension rates.

Reflections: Technical Assistance

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

Merced City School District has worked with the Merced County Office of Education (MCOE) to identify school sites that require technical assistance, otherwise known as Differentiated Assistance (DA). School sites that were identified as eligible received written notification and were consulted by MCSD's Director of State and Federal Programs. The consultation consisted of eligibility for Additional Targeted Support and Improvement (ATSI), resources to inform site-based educational partners, and required language to be included in their School Plan for Student Achievement (SPSA).

MCSD is eligible for DA based on the following:
Long-Term English Learners (LTEL): Suspension Rates (Priority 6: School Climate) & Low ELA and Math Performance (Priority 4: Student Achievement);
Foster Youth (FY): Suspension Rates (Priority 6), and Low ELA and Math Performance (Priority 4); and,
Students with Disabilities (SWD): Suspension Rates (Priority 6), and Low ELA and Math Performance (Priority 4).

During the 2024-25 school year, MCSD met with the Merced County Office of Education to reflect on areas needing improvement. The team met five (5) times to reflect on the California School Dashboard data and timely district data in order to identify potential root-causes for underperforming students and high suspension rates.
MCSD conducted empathy interviews of approximately 8 MCSD Long-Term English Learners as part of the process to learn more about their underperformance. Results indicated that students may need more direct explanation of how to become reclassified as well as their current ELPAC levels. MCSD also studied trends of suspensions across its campuses and found a link between newer site administrators and high suspension rates. Finally, the team reviewed Students with Disabilities statistics and hypothesized that MCSD may want to explore alternate programming that supports SWD goals when they cannot attend school. Regardless, Goal 4 continues to capture the needs of the student groups identified as needing support through the technical assistance process. Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7 are related to the work underway as part of technical assistance.

The following sites are eligible for ATSI:
Joe Stefani Elementary School: Black/African American Suspension Rates

Rivera Middle School: Black/African American & Two or More Races Suspension Rates

Hoover Middle School: Students with Disabilities & English Learner Suspension Rates; Black/African American Chronic Absenteeism Rates; Students with Disabilities & English Learner Low ELA Performance; and, Students with Disabilities & English Learner Low Mathematics Performance.

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.

MCSD did not have a school site eligible for CSI. Don Stowell exited CSI eligibility from the prior year.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

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
California School Employees Association (CSEA) #530	These partners were engaged on the following dates: September 17, 2024; February 6, 2025; and, April 7, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City Teachers Association (MCTA)	These partners were engaged on the following dates: September 24, 2024; January 21, 2025; March 18, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced Black Parallel School Board (MBPSB)	These partners were engaged on the following dates: September 25, 2024; January 21, 2025; March 18, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Local Accountability Plan Parent Advisory Committtee (MCSD LCAP PAC)	These partners were engaged on the following dates: September 17, 2024; November 19, 2024; January 21, 2025; March 18, 2025 and April 29, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District - District English Learner Advisory Committee (MCSD DELAC)	These partners were engaged on the following dates: September 5, 2024; October 8, 2024; November 5, 2024; January 14, 2025; April 15, 2025; and May 13, 2025. During the meetings, the partners were

Educational Partner(s)	Process for Engagement
	able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Cabinet	These partners were engaged on the following dates: August 21, 2024; September 3, 2024; September 25, 2024; October 23, 2024; December 11, 2024; January 15, 2025; February 12, 2025; March 26, 2025; April 30, 2025; May 14, 2025; and June 11, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Principal's Council	These partners were engaged on the following dates: September 4, 2024; October 2, 2024; November 6, 2024; January 22, 2025; February 26, 2025; March 19, 2025; April 2, 2025; and May 7, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Assistant Principal/Learning Director's Council	These partners were engaged on the following dates: September 5, 2024; October 3, 2024; November 7, 2024; December 5, 2024; February 6, 2025; March 13, 2025; April 3, 2025; April 17, 2025; and May 22, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Black/African American Advisory Council	These partners were engaged on the following dates: October 8, 2024; November 19, 2024; December 4, 2024; January 29, 2025; and April 29, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Foster Youth & Homeless Advisory Council	These partners were engaged on the following dates: December 5, 2024; February 6, 2025; and April 12, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Local Control Accountability Community Forums (MCSD LCAP Community Forums)	These partners were engaged on the following dates: October 10, 2024; February 13, 2025; and May 1, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.

Educational Partner(s)	Process for Engagement
Merced County Office of Education: Special Education Consultation	This partner was engaged on June 11, 2025. MCOE Special Education was able to identify that MCSD utilizes inclusive practices as evidenced through its LCAP Goals and Actions.
Community Day School Staff	The staff of Community Day School were engaged on August 2 and 7, 2024 to gather input regarding the Equity Multiplier goal, metrics, and actions.
Merced City School District LCAP Surveys: Teachers & Staff	The LCAP Surveys, conducted three times per year, were made available to teachers and staff during the 2024-25 school year.
Merced City School District LCAP Surveys: Students	The LCAP Surveys, conducted three times per year, were made available to students during the 2024-25 school year.
MCSD Coffee with the Superintendent	The broader MCSD community was invited to have Coffee with the Superintendent on the following dates: March 18, 2025; March 21, 2025; March 27, 2025; and, March 28, 2025. During the meetings, the partners were able to provide feedback and input, and ask any clarifying questions.
MCSD Town Hall Meetings	The broader MCSD community was invited to meet at Town Hall events on the following dates: March 19, 2025; and, April 2, 2025. During the meetings, the partners were able to provide feedback and input, and ask any clarifying questions.

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

Merced City School District's Educational Partners offered feedback as follows:

California School Employees (CSEA) #530:

- Maintain staffing, inclusive of new Campus Security Liaison positions (Goal 1, Actions 1,2,3,6; Goal 2, Actions 1-4, Goal 3, Actions 1-3)
- Provide staff training (Goal 1, Action 8)

Merced City Teachers Association (MCTA):

- Maintain staffing, inclusive of counselors and Teacher Librarian positions (Goal 1, Actions 1,2,3,6; Goal 2, Actions 1-4)
- Continue staff development (Goal 1, Action 8)
- Complete and implement Literacy plan (Goal 1, Action 1 & 2)
- Identify impactful student supports to improve social-emotional health and on-campus behaviors (Goal 2, Actions 1-4).

Merced Black Parallel School Board (MBPSB):

- Hire diverse staff to provide focused support for Black/African American families and their students (Goal 4, Action 1)

- Provide High-Quality Tier 1 instruction, inclusive of personalized instruction (Goal 1, Action 1)
- Strong support for Goal 4 Actions (Goal 4)
- Personalized Instruction (Goal 4)

Merced City School District Local Accountability Plan Parent Advisory Committee (MCSD LCAP PAC):
- Ensure StopIt! is well-known on school campuses (Goal 2)
- Make school more accessible to parents & families - community service opportunities? (Goal 3)
- Provide seasonal parent opportunities to collaborate (Goal 3, Actions 1-3)
- Provide School Site Councils with regular and recurring agenda items to support district-wide collaboration (Goal 3, Action 3)

Merced City School District - District English Learner Advisory Committee (MCSD DELAC):
- Provide targeted tutorials at school sites across the district for more time to learn (Goal 1, Action 6)

Merced City School District Cabinet:
- Goal 1, Actions 1-3 are most important to our district (Goal 1, Actions 1-3)

Merced City School District Principal's/Assistant Principal/Learning Director Council:
- Provide Campus Security Liaisons (Goal 2)
- Provide Professional Development opportunities for all staff (Goal 1, Action 8)

Merced City School District Black/African American Advisory Council:
- Provide tutoring services using community/elite services (Goal 1, Action 6)
- Continue implementation of current MCSD LCAP Goal 4 Actions (Goal 4)

Merced City School District Foster Youth & Homeless Advisory Council:
- Provide materials, supplies, and supplemental services (Goal 1, Action 5)
- Ensure students are connected to the site (Goal 2)
- Ensure that the staff assigned are knowledgeable about the student's status with updates (Goal 3)

Merced County Office of Education - Special Education Local Plan Area (SELPA) Consult
- Ensure all students are considered in every Goal and Action (Goal 1-5)

Merced City School District LCAP Community Forums
- Increased staffing for counseling, BCBAs, and social workers, along with specialized autism programs (Goal 2);
- Importance of parent involvement, parenting classes, and addressing basic student needs (Goal 3);
- To prevent burnout, incorporating more enjoyable activities is recommended (Goal 1 & 2);
- Academic support, especially for EL students, and exposure to global skills are also necessary (Goal 1);
- Ensuring physical health and providing after-school activities are important (Goal 1 & 2);
- Collaboration among stakeholders to create a supportive and motivating environment (Goal 3);

- Flexible learning approaches, modernized teaching methods, smaller class sizes, and the inclusion of special needs students (Goal 1);
- More intervention teachers, aides, and school psychologists are needed (Goal 1);
- Integrating arts, sports, and outdoor activities, providing breakfast in class, and offering before-school programs (Goal 2); and,
- Enhancing teacher planning time, addressing bullying, and promoting dual language immersion are also noted, all pointing towards creating a supportive, engaging, and inclusive environment for student success (Goal 1 & 2).

During the LCAP Forums, participants were also asked about programming funded by the Learning Recovery Emergency Block Grant (LREBG). A summary of the responses is as follows:

- Utilizing "Conscious Discipline" approaches and studying the impact of PBIS systems (Goal 2);
- Providing more mental health resources, including counselors, specialists, and wellness centers (Goal 2);
- Improved reading and literacy support, specifically programs like "Read Naturally" and "READ 180" (Goal 1);
- Ensuring adequate staffing, including intervention teachers, aides, and support personnel (Goal 1); and,
- Providing tutoring, extended learning opportunities, addressing bullying, and providing training for teachers (Goals 1 & 2).

Community Day School Staff

- Provide social-emotional supports (Goal 5)
- Provide family engagement opportunities (Goal 5)
- Incorporate an attendance plan (Goal 5)

MCSD Coffee with the Superintendent

- Special Education Placement, Middle School Electives, Staff Support & Training, and Technology & Learning (Goal 1)
- Student Safety, Behavior and Attendance, and School Environment & Resources (Goal 2)
- District Communication, Community & Parent Involvement (Goal 3)

MCSD Town Hall Meetings

- Boundary Change Concerns (Goal 2)
- Library Support: Librarians at all MCSD Sites & books (Goal 1)
- Mental Health Supports (Goal 2)
- Technology in the Classroom (Goals 1 & 2)
- Safe Ingress & Egress from MCSD Sites - Safety (Goal 2)
- Air Quality in the Classrooms (Goals 1 & 2)
- Staff Training to support diverse campuses and classrooms (Goals 1-4)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the percentage of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum (GVC), reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school and/or identifying college and career aspirations.	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.

This goal was developed in response to state Priorities 1, 2, 4, 5, and 7 to ensure students are served by: (a) appropriately assigned and fully credentialed teachers who deliver state-adopted academic content including Designated and Integreated ELD; (b) state-aligned instructional materials and facilities in good repair; (c) assessments for academic progress utilzing state-approved metrics including the English Language Proficiency Assessment for California (ELPAC), California Assessment for Student Performance and Progress (CAASPP) and local measures; and, (d) programming that meets unique, special, and unduplicated student needs.

DPA data indicates approximately two-thirds of MCSD students are performing below grade level in both reading and mathematics. Students benefit from a well-designed Guaranteed and Viable Curriculum (GVC) from knowledgeable, culturally competent staff, who understand student needs and can differentiate instruction to serve all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: English Language Arts Indicator	2023 California School Dashboard Results	2024 California School Dashboard Results		By 2026-2027, MCSD students will increase their	Improvement of 4.6 points from baseline, or 36.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 50.3 points below standard Students with Disabilities: 128.8 points below standard English Learner Students: 86.4 points below standard African-American Students 84.4 points below standard Socioeconomically Disadvantaged Students: 61.3 points below standard Foster Youth Students 87.8 points below standard Homeless Students 95.6 points below standard	All Students: 45.7 points below standard. Improvement of 4.6 points from baseline, or 36.5% progress towards goal. Students with Disabilities: 132.1 points below standard English Learner Students: 80.6 points below standard Long-Term English Learners: 112 points below standard African-American Students: 80.5 points below standard Socioeconomically Disadvantaged Students: 54.3 points below standard		CAASPP English Language Arts average scores by 25%.	progress towards goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth Students: 92.3 points below standard Homeless Students: 94.6 points below standard			
1.2	California School Dashboard: Mathematics Indicator	2023 California School Dashboard Results All Students: 82.9 points below standard Students with Disabilities: 159.5 points below standard English Learner Students: 112.4 points below standard African-American Students 129.6 points below standard Socioeconomically Disadvantaged Students 92.9 points below standard Foster Youth Students 126.3 points below standard	2024 California School Dashboard Results All Students: 82.1 points below standard Improvement of 0.8 points from baseline, or 3.8% progress towards goal. Students with Disabilities: 155.7 points below standard English Learner Students: 111.9 points below standard Long-Term English Learners: 175.5 points below standard		By 2026-2027, MCSD students will increase their CAASPP Mathematics average scores by 25%.	Improvement of 0.8 points from baseline, or 3.8% progress towards goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Students 124.8 points below standard	African-American Students: 123 points below standard Socioeconomically Disadvantaged Students: 90.9 points below standard Foster Youth Students: 113 points below standard Homeless Students: 122.9 points below standard			
1.3	California School Dashboard: English Learner Progress Indicator	2023 California School Dashboard Results MCSD English Learner Students: 49% Making Progress	2024 California School Dashboard Results MCSD English Learner Students: 49.7% Making Progress Long-Term English Learner Students: 58.6% Making Progress		By 2026-2027, 60% of MCSD English Learner students will make progress towards English proficiency.	Improvement of 0.7% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	California Science Test (CAST)	16.02% of MCSD 5th and 8th grade students met or exceeded standards on the 2022-23 CAST. *NOTE: CDE began reporting "Distance from Standard" on the 2024 California School Dashboard. In the previous year, 2023, CDE only reported the percentage of students who met or exceeded standards on the 2022-23 administration of the CAST.	2024 California School Dashboard Results MCSD 5th and 8th Grade Students: 20.8 points below standard		By 2026-2027, 25% of MCSD 5th and 8th grade students will increase their CAST average scores by 25%.	Not applicable. *NOTE: CDE began reporting "Distance from Standard" on the 2024 California School Dashboard. In the previous year, 2023, CDE only reported the percentage of students who met or exceeded standards on the 2022-23 administration of the CAST.
1.5	District Progress Assessment: Reading	Reading DPA III, 2023-24 Overall 40% On or Above Grade-level English Learner Students 20% On or Above Grade-level Students with Disabilities 14% On or Above Grade-level African-American Students 32% On or Above Grade-level	Reading DPA II, 2024-25 Overall: 36% On or Above Grade-level English Learner Students: 12% On or Above Grade-level Students with Disabilities: 10% On or Above Grade-level		By 2026-2027, 65% of MCSD students will be On or Above Grade-Level on the Reading DPA.	Not applicable. **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth Students 28% On or Above Grade-level Socioeconomically Disadvantaged 38% On or Above Grade Level *Homeless Students % On or Above Grade-level *not reported on DPA	African-American Students: 30% On or Above Grade-level Foster Youth Students: 29% On or Above Grade-level Socioeconomically Disadvantaged Students: 32% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	District Progress Assessment: Mathematics	Math DPA III, 2023-24 Overall 33% On or Above Grade-level English Learner Students 19% On or Above Grade-level Students with Disabilities 14% On or Above Grade-level African-American Students 24% On or Above Grade-level Foster Youth Students 29% On or Above Grade-level Socioeconomically Disadvantaged 31% On or Above Grade Level *Homeless Students % On or Above Grade-level *not reported on DPA	Math DPA II, 2024-25 Overall: 24% On or Above Grade-level English Learner Students: 11% On or Above Grade-level Students with Disabilities: 8% On or Above Grade-level African-American Students: 17% On or Above Grade-level Foster Youth Students: 19% On or Above Grade-level Socioeconomically Disadvantaged Students: 20% On or Above Grade Level *Homeless Students:		By 2026-2027, 60% of MCSD students will be On or Above Grade-Level on the Mathematics DPA.	Not applicable. **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% On or Above Grade-level *not reported on DPA			
1.7	Williams Act Report: Student Access to Standards Aligned Materials	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2023-24	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2024-25		100% of students have access to standards-aligned materials as measured by board resolution of materials.	Metric Goal Met.
1.8	Student Access to Required Course of Study: Master Schedule	All Students: 100% Exceptional Needs Students: 100% 2023-24	All Students: 100% Exceptional Needs Students: 100% 2024-25		By 2026-2027, 100% of all MCSD students, including those with exceptional needs, will have access to the required course of study.	Metric Goal Met.
1.9	English Learner Reclassification Rate	EL reclassification rate of 8%, or 172/1,912 - as of 5/30/24	15.6%, or 302/1,940 of the eligible English Learners were reclassified in 2024-25.		By 2026-2027, MCSD will reclassify 35% of its English Learners.	MCSD increased the number of reclassified students by 7.6% from prior year - a 95% increase year-to-year. MCSD is 19.4% away from its annual goal of 35%.
1.10	California Department of Education Teaching Assignment Monitoring	93.4% of teachers are appropriately assigned and fully credentialed in	93.4% of teachers are appropriately assigned and fully credentialed in the		By 2026-2027 MCSD will ensure 100% of teachers are appropriately	CDE has not updated the TAMO since 2022-23 per

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Outcomes (TAMO) by Full-Time Equivalent	the subject area and for pupils taught. as of 2022-23 (the TAMO has not been updated as of 8/9/25).	subject area and for pupils taught. 2022-23		assigned and fully credentialed in the subject area and for pupils they teach.	verification on 8/9/2025.
1.11	Research based teacher efficacy surveys of efficacy and implementation of academic content and performance standards, and ELD standards adopted by the State Board of Education in all courses, for all students, including English Learners.	Local Survey Data: Teachers' ability to determine pre-existing knowledge and skills: 85% Teachers' efficacy with Integrated ELD: 61% 2023-24 **NOTE: The survey question was revised in the Spring of 2025.	Local Survey Data: 86.12% of teachers responding to a local survey report that they are (A) well informed with expertise, or (B) generally informed and prepared with English Learner Strategies 2024-25		By 2026-2027, 100% of MCSD teachers will report that they are (A) well informed with expertise, or (B) generally informed and prepared with English Learner Strategies.	Not applicable: **NOTE: The survey question was revised in the Spring of 2025.
1.12	Targeted Programs and Services	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2023-24	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2024-25		By 2026-2027 100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules.	Metric Goal Met.

Goal Analysis [2024-25]

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

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

Overall, MCSD made progress on all of Goal 1's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD Literacy Committee continues the work to support the alignment and coherence of our offerings in our literacy program, professional development, and/or assessment plan. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and/or substitute teacher availability.

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

Material differences exist for actions 1.1, 1.2, 1.3, 1.4, and 1.7 due to salary and benefit increases between the district, its bargaining partners, and management. With that, Action 1.6 difference stemmed from other state-based resources being available, and Action 1.7 includes actions from the Expanded Learning Opportunities Program allocations including, but not limited to: additional staff, expanded programming, and contracted services. Action 1.10 reveals a difference due to the district leveraging other funds to complete the action.

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

1.1:
Merced City School District has provided a plethora of professional development to support Tier 1 - High Quality First Instruction during the 2024-2025 school year. A focus on literacy has included initial training and ongoing support for Heggerty (phonemic awareness) and UFLI-University of Florida Literacy Institute (phonics) for teachers, administrators, and instructional assistants for grades TK-2. Additionally, we have provided initial training and ongoing support in SIPPS-Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (phonics and word study) for teachers and administrators in grades 3-6. Additionally, all teachers in grades K-6 received training in administering Acadience testing (foundational reading skills). Second-grade teachers also learned about high-leverage instructional strategies to support language acquisition and literacy development in all content areas. This training was accompanied by classroom demonstrations and modeling and coaching and feedback.

Additionally, MCSD offered several voluntary professional learning opportunities for instructional staff:
Getting Reading Right: Middle School Teachers. Based on the Science of Reading, focuses on helping teachers understand the Simple View of Reading and offers drill downs focused on the strands of Scarborough's Reading Rope so they can provide quality, Tier 1, evidence-based reading instruction.

LETRS (Language Essentials for Teachers of Reading and Spelling): K-6 teachers and administrators. Provides a professional learning course of study based on the science of reading for elementary educators. The course teaches the how, what, and why of literacy acquisition to improve instructional practice and achieve long-term systemic change in literacy instruction.

OL&LA (Online Language and Literacy Academy): A course that brings the latest research in the science of reading, second language acquisition, and the science of learning together to help change the course of students' lives through language and literacy. This opportunity was made available to all instructors and administrators in TK-8 grades.

The District implemented instructional walkthroughs and rounds to increase collaborations around research-based Tier I instructional strategies. In addition, the District implemented four (4) cycles of continuous improvement that centered around common formative assessments (CFAs). The CFAs, along with additional data points, provided increased opportunities for teachers to identify students and differentiate instruction accordingly. The District also underwent a review of its MTSS/RtI system and is working on alignment identification and referral processes.

1.2:
MCSD employs 21 Intervention Teachers and 18 Intervention Aides.

MCSD Teacher Librarians support Tier 2-3 instruction by providing the necessary academic/instructional supports. Teacher Librarians provided lessons that focused on supporting access to information throughout the school year. Being able to access information is crucial to improving the outcomes of students who are not on grade level. In addition, Teacher Librarians were part of committees that revisited the use and impact of academic resources. The work resulted in a more condensed and strategic list of District-approved instructional materials.

Currently at MCSD's Community Day School (CDS), the teacher-to-student ratio is 1 teacher to 8 students.

In order to ensure that our students with the highest needs are receiving the services they may need, MCSD developed its Student Champion program. A champion for students is a supportive, caring adult who helps guide and encourage young learners. They help students build confidence in their abilities. A Champion’s role is to offer positive feedback, assist with academic challenges, and teach important life skills like communication, teamwork, and problem-solving. They serve as a role model, offering a safe space for students to ask questions, express themselves, and grow both academically and personally.
MCSD strives to provide priority enrollment to our Black/African American students, students experiencing homelessness, and students in Foster care to our supplemental & supportive programs. Priority, targeted enrollment opportunities include direct phone calls, flyers that are mailed directly to the home, as well as ParentSquare messages.

MCSD currently has 16 State Preschool Classrooms, 1 Inclusion classroom, and 2 SDC preschool classrooms. We have 17 Preschool Teachers, 4 SDC Preschool Teachers, 3 Support Teachers, and 59 Instructional Aides.

MCSD Administers the following assessments in order to monitor student achievement:
Initial ELPAC
ELPAC
CFAs/Interim Assessments
ELPAC
Science
ELA
Math

CAASPP
iReady DPA
WPT
Acadiance
California Physical Fitness Test (PFT)
MCSD TK Assessment
DRDP
GATE Assessment

1.3:
MCSD updated Board Policy with respect to highly qualified teachers and Provisional Intern Permits and established a Board Resolution to support the transition of master teachers in Kindergarten positions with preschool-aged students to the Transitional Kindergarten opportunities under the California Department of Education guidelines. The District has a robust recruitment cycle that brings a plethora of potential future staff. The District intentionally crafts recruitment videos to reflect the diversity of our staff. There are partnerships between the District and local universities to support the student teacher learning journeys that expose possible candidates to the positive culture of the District that encourages them to seek positions in open vacancies. The class ratios and class sizes are guided by collective bargaining agreements, and the District strives to maintain a ratio that promotes safety in our classrooms and also yields opportunities to maximize engagement for our students in Tier 1 environments. Professional learning is supported with programs that offer a pathway where our teachers can obtain a Master's Degree with an emphasis in literacy. There are many programs of professional learning and professional development offered in the District, county, and outside agencies.

1.4:
Field trips to the MCSD STEAM Center were conducted for all students in grades 1, 3, 5, and 7. These trips incorporate Science, Technology, Engineering, Arts, and Mathematics while students seek to answer an essential question through exploration and investigation of hands-on activities.

Additionally, students in grades 4-8 had the opportunity to participate in the Science and Engineering Fair where they displayed their work around research and experimentation.

Finally, students from all schools present a display at the annual STEAM Festival showing the use of Science, Technology, Engineering, Arts, and Mathematics in their learning throughout the school year.

Middle School Art teachers (4) serve 7th and 8th grade students, providing a variety of visual arts lessons throughout the year. Students participated in a variety of art shows and contests and had a display at the annual Spotlight event in April 2025, viewed by over 1,600 attendees and performers.
Three (3) Elementary Music teachers serve fourth through sixth graders at every elementary school. Fourth graders receive two lessons on recorders per month. Four classes performed at the annual Spotlight event. Students in 5th and 6th grade are invited to join the Elementary Band and have two lessons per week. Students receive beginning lessons in flute, clarinet, saxophone, trumpet, trombone, and percussion.

Middle School Music teachers (4) lead beginning and advanced band and also oversee color guard performances. Students perform in many concerts and performances throughout the year, including Spotlight.

Middle School Technology teachers (4) lead a variety of lessons and experiences in career exploration, coding, robotics, and personal computing. Beginning and advanced classes are available based on student experience.

The middle school Art, Technology, and AVID (Advancement Via Individual Determination) teachers are participating in the WE will! Grant to support college and career exploration and readiness to prepare them for Career Tech Education (CTE) Pathways that are available in high school. The goal of the WE will! The Grant team is that our middle school students would be fully prepared to select a pathway that will enable them to graduate from high school with a certification and college units aligned with their pathway.

1.5:
Merced City School District will be sending approximately 90 teachers, counselors, site and district administrators to the 2025 AVID Summer Institute for training in July.

AVID Site Leads support and lead the college and career focus at each of our elementary and middle schools. Site Leads provide a variety of professional development around best practices to support AVID strategies that are implemented in grade/age-appropriate manners in every school.

1.6:
Professional Development was provided to support Tier 1 (Core) instruction as well as Tier 2 (Intervention) support in the areas of Mathematics and Literacy. A variety of vendors for supplemental resources facilitate professional learning to support ongoing use of the supplemental resources to meet unique student needs. Additionally, site-based professional development was provided for Math and literacy. Finally, district staff provide ongoing support of district literacy efforts. Professional learning offerings include but are not limited to the following:
Professional Development: Sessions Registered
Mini-versity: 207
Online Elementary Reading Academy (OERA): 50
ST Math: 253
Project-Based Learning: 24
TK DRDP: 69
Reflex Math: 139
Keyboarding Without Tears: 154
SIPPS Challenge: 163
Gizmos: 84
Renaissance (AR and Myon): 153
Music: 108
UFLI/Heggerty: 130
Buy Back Day: 405
Site-based Math: at all sites and grade levels

Site-based Literacy: at all sites and 2nd-grade teachers

1.7:
MCSD strives to provide support to positively impact student achievement. Support services for students are designed to help them succeed both academically and socially. These services often include academic tutoring, and programs to enhance social skills. Additionally, we offer after-school programs. The goal is to provide a nurturing environment that supports the overall growth and well-being of young students. To date, MCSD has established the following supports:
M.A.R.S. after-school program - 382 students enrolled
Bali Tutoring - 337 students enrolled
Mathnasium - 48 students enrolled between Fremont and Wright elementary schools
Treehouse Tutoring - 27 students enrolled between Reyes and Sheehy elementary schools
Paper Education - 5,695 activities and 1,100 students across 4 middle schools
Harvest Park Educational Center - 20 students enrolled at Muir Elementary
Restorative Justice League - Average 20 students per session across 4 middle schools
Playhouse Merced - Average 25 students per site
Kids Discovery Zone - 50 students per intersession
Kids Discovery on the Go! - Rotation through 10 MARS schools for after-school enrichment
Boys & Girls Club of Merced - 50 Students per intersession
Merced County Arts Council ARTREE - Average 20 students per site
Merced Academy of Rising Scholars - 288 students enrolled
Family Literacy Program - Average 15 adult students per session
MCSD Summer Academy 2025 - 789 students enrolled (April 2025)
Latino Literacy Project - 15 adult students
Students with Aspiring Goals (SWAG) - 15 students enrolled from one school through rotation

1.8:
There is one systems specialist, one application specialist, and six application technicians who support 19 schools as well as Clark Preschool. They maintain about 1,200 staff devices, 12,500 student devices (iPads and Chromebooks), 370 charging carts, and various learning applications. Additionally, there is one network specialist and four dedicated technicians who support technology systems: over 2000 computers, over 800 laptops, network infrastructure, and other technology. From July 1, 2024, 10,853 tickets have been completed for technology services.

1.9:
Mentors are provided to all beginning teachers. There are three types of mentors and beginning teachers: TIP (Teacher Induction Program), Interns, and Permit Holders (PIP, STSP, and ETK). Mentors provide a variety of support and professional development support such as attending mentoring events with candidates, monitoring and supporting completion of all requirements, including weekly time, professional development hours, and observations. TIP mentors also assist with the completion of ILPs (Individual Learning Plans) and submitting files on behalf of the student.

1.10:

As of April 23, 2025, the district serves 1,808 English Learner (EL) students, 896 Reclassified Fluent English Proficient (RFEP) students, and 168 Initially Fluent English Proficient (IFEP) students.
DELAC Site Visitations for the 2024–2025 school year were conducted to observe and assess English Language Development (ELD) programs across seven schools, aiming to identify both strengths and areas for improvement. The visitation teams—comprising DELAC parent representatives, educators, and district leaders—visited over 40 classrooms, focusing on integrated ELD instruction. Key highlights included consistent use of district-adopted curriculum, effective language modeling, diverse engagement strategies, positive classroom climates, and explicit vocabulary instruction. Recommendations emphasized increasing structured student talk, using sentence frames, enhancing engagement with interactive tools, allowing more wait time, and fostering deeper student discourse through higher-level questioning.
This year, the District collaborated closely with DELAC, PAC, Site Administrators, the DLI Task Force Team, and other district teams to review and update the English Learner Master Plan. As part of this effort, new sections have been added to address key areas of growth and inclusion, including detailed guidance on the reclassification process for dually identified students—those who are both English learners and have an IEP. The updated plan also introduces information about the Dual Language Immersion (DLI) Academy and outlines the development of language academies, which will offer world language electives and extended learning opportunities beyond the regular school day.

1.11:
Students are provided with more options for special education service delivery with the addition of this new class. Parents and students have been very happy with having this option to meet the growing needs of some of our most at-promise students. With a lower student-to-adult ratio, students are being provided with intensive interventions related to their disabilities.
This year, we have added an Intensive Needs Class or Moderate to Severe Special Day Class. This was in response to the county regional program not having the space available for our students who need such a program. The class is staffed with a teacher and two instructional aides and follows the same curriculum as our county partners. We have been able to provide much more coordinated support for students, families, and staff related to all things special education by assigning both coordinators between the District quadrants, preschool, and CDS. They have been instrumental in covering special education plan meetings, providing professional development, and meeting with families who may have more complicated special education concerns.
MCSD supports our students with disabilities with the following staff:
Special Day Class (SDC) Teachers: 26
SDC Aides: 36
Psychologist: 16; +4 (interns)
Resource Specialist Program (RSP) Teachers: 30
RSP Aides: 30
Speech & Language Pathologists (SLPs): 18 (7 are virtual)
SLP Aides: 1
Special Education Students: 1,395 (Eligible)

We also converted our Teacher on Special Assignment position to another special education coordinator position. This additional coordinator will allow the District to provide more comprehensive and efficient support to our students, families, and staff.

1.12:

This year, we held 28 PBIS collaborations, ranging from district leadership meetings, site leadership meetings, PBIS work days for both elementary and middle schools, specialist workshops, PBIS-focused professional development trainings, and transportation meetings. We have 8 BCBAs. Currently, we have 379 students on the BCBA caseload.

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.

MCSD will incorporate Universal Design for Learning (UDL) practices into its classrooms. There will be a significant investment of time and resources to ensure all MCSD staff are knowledgeable and proficient in ensuring the staff create outstanding conditions for learning. MCSD also continues to refocus its assessment plan and calendar in order to provide timely input on student progress throughout the school year. In addition, MCSD is focusing more attention on fewer software applications (apps) in efforts to bring alignment and coherence across the district. Based on its last master agreement with its bargaining partner, Merced City Teacher's Association (MCTA), class size for grades TK will remain 20:1, but K-3 increases to 28:1. Finally, MCSD middle school music teachers will have seven (7) sections of music at their respective sites, while each middle school will add three (3) sections of a World Language: Spanish, to its campuses.
Many of the actions described in goal 1 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction	Staff ensure all students receive access to equitable and productive learning experiences and promote academic achievement through a multi-tiered system of support (MTSS). The system, which addresses the needs of all students TK-8, consists of high-quality first instruction (Tier 1) and data-driven practices. The District will continue to support student-to-teacher ratios of 20:1 for TK, and 28-to-1 in grades K-3. However, MCSD will strive to the extent possible to maintain a district average of 24:1 for grades K-3 to better address student achievement.	$79,261,991.00	No
1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 -	Staff provide identified students strategic interventions and supports to provide access, accelerate learning, and close the achievement gap through the MTSS model.	$22,837,595.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategic and Intensive Interventions and Supports	The District will maintain low student-to-teacher ratios in the Community Day School (CDS) and Site Day School (SDS) programs that provide a challenging curriculum and individual attention to student learning, development of social-emotional skills, and student self-esteem and resilience. The District provides Learning Directors to monitor the implementation of strategic and intensive intervention supports, and services to English Learners, socio-economically disadvantaged students, Foster Youth, students with Individualized Education Plans (IEPs), learning and behavior plans, Black/African American students, and/or students struggling in core academic areas. The District provides staff to coordinate and deliver targeted intervention services for students who are performing two grade levels or below in local and State indicators. Staff ensure all students with disabilities have equitable access to the support and resources necessary to promote academic achievement in alignment with IEP goals. The District provides Instructional Aides to support small group instruction, ELD, and individualized support within the general education setting. The District provides Teacher Librarians and Library Media Assistants to support 21st Century Learning environments, assist classroom teachers with literacy instruction, promote site-based literacy campaigns, and maintain high-quality libraries. The District continues implementing a high-quality pre-kindergarten program for all income-eligible students, including students with an individualized education plan. The District sustains a balanced assessment system of summative, interim, and formative tools to monitor student progress and inform instruction.		

Action #	Title	Description	Total Funds	Contributing
		Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Providing intervention teachers in California elementary school districts is strongly supported by research demonstrating the effectiveness of targeted, individualized instruction for students struggling to meet academic standards. Studies, such as those highlighted by the National Center on Intensive Intervention (NCII), show that specialized intervention delivered by trained professionals significantly improves outcomes for students with learning difficulties, preventing achievement gaps from widening. This focused support addresses specific academic deficits, ensuring that all students have the opportunity to succeed and aligning with the district's commitment to equitable educational practices. The District provides intervention teachers and instructional assistants to support small group instruction and targeted support in core academic areas. Metrics to monitor effectiveness will include, but not be limited to: CAASPP - ELA; CAASPP - Mathematics; CAST; Summative ELPAC; District Progress Assessment (DPA) - Reading; and/or, DPA - Mathematics. $4,304,109		
1.3	Retaining High-Quality Staff	The highly qualified and trained staff ensures that all TK-8 grade students receive a learning experience that is accessible, equitable, and productive. Student learning is addressed through a Multi-tiered System of Supports (MTSS), which encompasses high-quality first instruction, targeted supports, and data-driven practices. The District aims to provide this experience through class size ratios (grades TK-3), professional learning, providing safe and secure environments, and recruitment efforts that attract and retain high-quality staff. Staff is provided to instruct, support,	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		secure, upkeep, and maintain both comprehensive and supplemental learning programs and sites. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	The District continues to focus on STEAM (Science, Technology, Engineering, the Arts, and Mathematics), including the provision of 21st Century Learning Environments and Maker/Innovation Spaces to support student inquiry, dialogue, and critical thinking skills. The District maintains middle school and elementary band/music programs, career and technical education opportunities, and learning excursions. Under the leadership of a Science Coordinator, the future of MCSD's STEAM program will be continually re-envisioned and refined. The District continues to invest in maker spaces and learning hubs to support STEAM activities. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$3,600,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	District-Wide Achievement Via Individual Determination (AVID)	The District maintains and deepens the implementation of a District-wide AVID program at all elementary and middle schools to prepare students, including English Learners, unduplicated, and students with disabilities, for high school and college success.	$511,500.00	No
1.6	Teacher Resources	The District equips staff with district-approved supplemental resources, professional development, and targeted instructional materials to provide all students including English Learners, socio-economically disadvantaged, students in Foster Care, and students with disabilities high-quality first instruction. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$579,017.00	Yes
1.7	Expanded Learning Opportunities	The District implements an expanded learning opportunity program and when possible, provides transportation to support students of color and other at-promise students who will benefit from personal relationships that inspire and encourage their academic and personal success. The District continues partnerships with external academic and behavioral support programs to support all students through tutoring services and family support in their primary language. The District supports extended day and summer programming, including Extended Year programs for students with disabilities.	$25,340,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will continue to support Categorical Programs Offices and Special Projects through site-based Categorical support staff. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
1.8	Technology	The District maintains high-quality technology resources, infrastructure, and staff to ensure all students have equitable access to 21st-century learning opportunities. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$7,354,750.00	Yes
1.9	Professional Development	The District provides professional learning in the areas of academics (literacy and numeracy), language acquisition, instructional design, data-driven practices, behavior response, and safety. Professional learning is provided to classified and certificated staff, as well as administrators. The District leverages both internal and external partners to ensure that it provides quality professional learning that addresses the needs of all students, with a focus on improving outcomes for Black/African American	$3,296,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, English Learners, Foster Youth, students experiencing homelessness, and students with disabilities. The District contracts with research experts in the field of diversity, equity, and inclusion to conduct formal needs assessments and subsequently construct a comprehensive plan to address systemic inequities and provide training to staff inclusive of implicit bias and culturally and linguistically responsive teaching to reduce systemic inequities based on culture or language that impede access to academic achievement. The District identifies and visits model programs/schools in which Black/African American students are performing at the same levels as other student groups to replicate best practices in MCSD to reduce the achievement gap for Black/African American students. The District provides mentor teachers to all interns and teachers in the Teacher Induction Program. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
1.10	English Learners	The District will ensure a daily, protected Designated English Language Development (D-ELD) time is included in each site's daily instructional schedule. The District will ensure faculty who teach D-ELD are properly credentialed. The District will establish and maintain a District English Learner Advisory Committee (DELAC) and ensure each school site establishes and maintains an English Learner Advisory Committee (ELAC).	$251,252.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will establish and maintain an English Learner Master Plan which includes the specific aspects of a well-run English learner program including, but not limited to: English learner programs, reclassification procedures, and/or enrollment processes. The District will offer all English learners more time to learn through opportunities such as extended day, summer academy, and/or through third-party partnerships. The District will identify all pre-Long Term English Learners (pLTEL) and all Long Term English Learners and ensure supports are offered in order to meet English fluency standards. DLI The District will launch the Dual Language Immersion (DLI) program at Don Stowell Elementary beginning Fall 2025. This program will support bilingualism, biliteracy, academic achievement, and cross-cultural competencies, grounded in research-based best practices and aligned to California's Common Core and World Language Standards.		
1.11	Special Education	Staff ensure all students with disabilities have equitable access to the support and resources necessary to promote academic achievement in alignment with IEP goals.	$17,340,045.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to state Priorities 5 and 6. Students deserve to learn in clean, caring, 21st-century indoor and outdoor learning environments where they feel they belong. According to MCSD's 2023 administration of the Califonia Healthy Kids Survey, 69% of fifth-grade, 66% of sixth-grade, 51% of seventh-grade, and 49% of eighth-grade students reported a sense of safety and belonging. The actions in this goal support the development of the whole child (e.g. PBIS services and supports, student wellness, mental health, and engagement in sports and music).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism Rate	21.8 % Chronic Absenteeism Rate 2023-24	21.32% Chronic Absenteeism (as reported by the Student Information System (SIS) in April 2025) 2024-25		By 2026-2027 less than 10% of MCSD students will be chronically absent.	MCSD is on a trajectory to have 0.5% less Chronic Absenteesims Rate.
2.2	California School Dashboard: Suspension Rate	4.8% Suspension Rate 2023-24	4.98% Suspension Rate (as reported by the Student Information		By 2026-2027 less than 2.5% of MCSD students will be suspended at least once.	MCSD is on a trajectory to have an increase of nearly 0.2% higher Supension Rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			System (SIS) in April 2025) 2024-25			
2.3	DataQuest: Attendance Rate	Average Daily Attendance: 92.57 Excused Absences: 61% Unexcused Absences: 37% Out-of-School Suspension Absences: 1% Incomplete Independent Studies Absences: 0.001% 2023-24	Average Daily Attendance: 92.59% (as reported by the Student Information System (SIS) in April 2025) *DataQuest will not update until Fall 2025** Excused Absences: ___% Unexcused Absences: __% Out-of-School Suspension Absences: __% Incomplete Independent Studies Absences: __% 2024-25		By 2026-2027 MCSD reasons for absences will improve: Average Daily Attendance: 95% Excused Absences: 71% Unexcused Absences: 27% Out-of-School Suspension Absences: 0.5% Incomplete Independent Studies Absences: 0.001%	MCSD is on a trajectory to have a 0.02% higher Average Daily Attedance Rate.
2.4	DataQuest: Expulsion Rate	6/11,664 students or 0.0005% Expulsion Rate 2023-24	5/11,180 or <0.01% Expulsion Rate 2024-25		By 2026-2027 MCSD will have improved services so that no students are expelled.	MCSD is on a trajectory to have a 0.0005% Expulsion Rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Williams Act: Facilities Inspection Tool	100% of schools rated as Facilities in Good Repair 2023-24	100% of schools rated as Facilities in Good Repair 2024-25		By 2026-2027 100% of MCSD school facilities will be rated as in Good Repair.	Metric Goal Met.
2.6	California Healthy Kids Survey: Percent of students reporting their sense of safety and belonging at the school	Safety: Fifth-grade; 69% Sixth-grade; 66% Seventh-grade; 51% Eighth-grade; 49% Belonging: Fifth-grade; 68% Sixth-grade; 62% Seventh-grade; 50% Eighth-grade; 49% 2023-24	Safety: Any indication of 'Yes': Fifth-grade; 95% Sixth-grade; 93% Indication of 'Safe' or 'Very Safe': Seventh-grade; 47% Eighth-grade; 44% Belonging: Indication of "Yes, most of the time", or "Yes, all of the time": Fifth-grade; 69% Sixth-grade; 69% Indication of "Agree" or "Strongly Agree": Seventh-grade; 50% Eighth-grade; 46% 2024-25		By 2026-2027 MCSD California Healthy Kids Survey will report students: Safety: Fifth-grade; 100% Sixth-grade; 100% Seventh-grade; 100% Eighth-grade; 100% Belonging: Fifth-grade; 100% Sixth-grade; 100% Seventh-grade; 100% Eighth-grade; 100%	MCSD students have revelaed a similar sense of belonging from the baseline year.
2.7	California Healthy Kids Survey: Percent of parents reporting their	Safety: 86% Belonging: 86%	Safety:		By 2026-2027 MCSD California Healthy Kids	MCSD parents have revealed a similar sense of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	sense of safety and belonging at the school	2023-24	89% of Parents indicate "Agree" or "Strongly Agree" Belonging: 85% of Parents indicate "Agree" or "Strongly Agree" 2024-25		Survey will report parents: Safety: 100% Belonging: 100%	safety (+3%) and belonging (-1%) from the baseline year.
2.8	California Healthy Kids Survey: Percent of teachers reporting their sense of safety and belonging at the school	Safety: 95% Belonging: 92% 2023-24	Safety: 93% of Staff indicate "Agree" or "Strongly Agree" Belonging: 91% of Staff indicate "Agree" or "Strongly Agree" 2024-25		By 2026-2027 MCSD California Healthy Kids Survey will report staff: Safety: 100% Belonging: 100%	MCSD staff have revealed a similar sense of safety (-2%) and belonging (-1%) from the baseline year.
2.9	Middle School Dropout Rates	0% Middle School Dropout Rate 2023-24	0% Middle School Dropout Rate 2024-25		By 2026-27 MCSD will continue to ensure that no MCSD middle school student drops out.	Metric Goal Met.

Goal Analysis [2024-25]

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

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

Overall, MCSD made progress on all of Goal 2's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to provide restorative practice support at each of the middle schools as well as ensuring each site had a school counselor. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and increasing levels of substantive behaviors on school sites.

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

Material difference in Actions 2.1 and 2.3 due to salary and benefit increases between the district, its bargaining partners, and management. A difference in action 2.2 exists due to the district leveraging other funding sources to complete the action.

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

2.1: MCSD makes steady improvements to chronic absenteeism rates.

2.2:
Merced City School District employs Security Liaisons at each of our schools for a total of 18 positions of safety support. In addition, there are 47 total Health and Wellness-funded Noon Supervisors across the District. This year, the Safety Committee launched a District Standard that provided each classroom with a “shelter-in-place” supply bucket, increased safety trainings using the SchoolWorks training tools, and equipped all sites with updated lighted signs for crosswalks as well as increased safety vests and carts to make all crosswalks more visible. The District invested thousands of dollars in upgrading concrete in areas to maintain safe sidewalks. The District employs two police officers with a joint use agreement of local law enforcement to support our schools with Safety Resource Officers. The District is looking to expand the number of SROs in our schools to support safety more. The District launched the School Violence Safety Plans this year for each of the 18 school sites and trained on what workplace violence is and how to address it in classrooms and on campuses. There was an overall upgrade to the site and department camera programs, and many District Offices received a “panic button” device that alerts law enforcement when there is an emergency. Finally, the District upgraded the Emergency Communications System this year and trained all staff on the new procedures of communications in the event of an emergency.

2.3:
To further support the needs of our students, MCSD employs nine (9) School Nurses, eighteen (18) Health Aides, and nineteen (19) School Counselors.

2.4:
The District continues funding middle school sports, such as coaches, referees, and services, transportation, and a cycle of replacement for athletic uniforms to increase students' sense of belonging to the school.
Twelve (12) sports programs at each MCSD middle school have been offered:
Cross-Country
Boys Soccer
Girls Volleyball
Girls Soccer
Boys Volleyball
Cheer
Boys Basketball
Girls Basketball
Wrestling

Girls Softball
Boys Baseball
Track and Field.

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.

MCSD has filled the position of the Pupil Services Coordinator 1 that has remained vacant since early Fall of 2024. In addition, MCSD is looking to increase the number of School Resource Officers and school counselors on the middle school campuses. Many of the actions described in goal 2 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	The District ensures all students are supported through a Multi-Tiered System of Support (MTSS) for behavioral and social-emotional needs. Pupil Services staff including district administrators and behavior aides provide students with targeted, positive interventions. The District builds staff capacity and deepens the implementation of PBIS through training through internal and external partners. Training focuses on strategies to effectively respond to adverse childhood experiences (ACES) and trauma-informed practices to engage students and families in addressing students' social-emotional health needs. Staff and students engage in restorative practices to resolve conflict, build community, and strengthen positive relationships. The District provides social workers and clinical-level mental health services for students and families. The District partners with the Merced County Office of Education (MCOE) to share services of county court staff to support families with students who are chronically absent to increase student attendance and engagement.	$3,772,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services include connecting families with social services available through the community and the school. Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Board Certified Behavioral Analysts (BCBAs) provide evidence-based interventions rooted in Applied Behavior Analysis (ABA), which has extensive research supporting its effectiveness in improving social, communication, and academic skills for students with diverse learning needs. Their expertise allows for individualized behavior support plans that address challenging behaviors and promote skill acquisition, leading to enhanced educational outcomes and a more inclusive learning environment. For instance, a meta-analysis by Eldevik et al. (2009) demonstrated significant positive effects of ABA-based interventions for children with autism spectrum disorder, highlighting the value BCBAs bring to elementary school settings. Pupil Services staffing includes Board Certified Behavior Analysts (BCBAs) (4) to support students with targeted, positive interventions. Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports; California School Dashboard: Chronic Absenteeism Indicator and/or, California School Dashboard: Suspension Rate Indicator. $637,046 Effective clinical mental health supports for students in a California elementary school district are crucial for fostering well-being and academic success. Research indicates that school-based mental health services, such as those integrated within a Multi-Tiered System of Supports (MTSS) framework, can significantly improve student mental health outcomes and reduce barriers to care (California Student Mental Health Implementation Guide, 2024). These comprehensive approaches, including prevention,		

Action #	Title	Description	Total Funds	Contributing
		early intervention, and intensive services, help address a range of student needs, from social-emotional development to serious mental health conditions. MCSD will use suspension rates and/or attendance rates to track the progress of students who receive support from the contracted services. The District contracts with a vendor to provide mental health supports for students and families. $60,000.		
2.2	Safe Schools and Healthy Students	The District ensures safe schools by providing intramural activities and coaches, health and wellness noon duty staff, health and wellness equipment, school resource officers, and contracted services to detect illegal or prohibited substances at school, and maintain student safety through the use of security mechanisms (e.g. cameras, fencing, locks). Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Campus security liaisons in California elementary school districts provide a proactive layer of safety, fostering a secure environment essential for student well-being and learning. Their presence can deter potential threats and facilitate rapid response to incidents, thereby enhancing overall campus security. This strategy is supported by research highlighting the positive impact of visible security personnel on school safety and student perceptions of security. MCSD will use suspension rates and/or attendance rates to track the progress of sites that receive support from campus security liaisons. The District ensures safe schools by providing safety liaisons (4) to maintain student safety and a sense of belonging. Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports; California School	$3,996,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Dashboard: Chronic Absenteeism Indicator and/or, California School Dashboard: Suspension Rate Indicator. $332,413.		
2.3	Student Wellness	The District ensures the physical and mental health of all students by providing additional nurses, health aides, counselors, and psychologists to increase students' sense of well-being, attendance, and engagement in learning. Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$10,693,829.00	Yes
2.4	Middle School Sports	The District continues funding middle school sports such as coaches, referees, and services, transportation, and a cycle of replacement for athletic uniforms to increase students' sense of belonging to the school. Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$293,709.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empower families and educational partners to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to state priorities 3 and 6. Families and community are valued resources in support of students' education and development. The District promotes parent participation and makes effort to seek the input of educational partners when making decisions. Partnership with families increases student engagement, attendance, and a sense of community necessary to ensure student success. The actions to support Goal 3 focus on bringing resources to students and their families through the use of key staff (multilingual liaisons and outreach) and capacity building for familes in support of building stronger school to home relationships and strengthening families' navigation of the school system to benefit their child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kid Survey, California School Staff Survey, and the California School Parent Survey: Participation Rates	Parent Responses; 1,141 Staff Responses; 761 Student Responses; 4,734 (Only grades 5, 6, 7, and 8) 2023-24	Parent Responses: 576; Staff Responses: 509; Student Responses: 4,746 (Only grades 5, 6, 7, and 8). 2024-25		By 2026-2027 MCSD will improve its CHKS/CSSS/CSPS response rates to: Parent Responses; 1,500 Staff Responses; 800 Student Responses; 4,800 (Only grades 5, 6, 7, and 8)	Parent Responses: - 924 Staff Responses: -291 Student Responses: -54

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	California School Parent Survey: percent of parents who feel welcome to participate in school activities	86% of parents reported feeling welcome to participate 2023-24	85% of parents reported feeling welcome to participate 2024-25		By 2026-2027, 100% of MCSD parents will report feeling welcome to participate in school activities.	-15% from Baseline
3.3	ParentSquare / Facebook Communications	Parent messages; 355 ParentSquare messages and over 300 Facebook posts 2023-24	Parent messages: 117 ParentSquare messages; 260 Facebook posts. 2024-25		By 2026-2027, MCSD will engage with its parents more by sending the following number of Parent messages: 500 ParentSquare messages 300 Facebook posts	ParentSquare Messages: -383 Facebook Posts: -40
3.4	Parental Involvment in the IEP Process	99% of parents participated in the IEP process. 2023-24	99% of parents participated in the IEP process. 2024-25		By 2026-2027, 100% of MCSD parents of students with exceptional needs will participate in the development and monitoring of their child's education plan.	-1% from Baseline
3.5	MCSD Local Control Accountability Plan Parent Advisory Committee Participation	95% of MCSD LCAP PAC participated in the MCSD LCAP PAC 2023-24	95% of MCSD LCAP PAC participated in the MCSD LCAP PAC 2024-25		By 2026-2027, 100% of all site LCAP PAC representatives, including parents	-5% from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					of unduplicated pupils, participate in LCAP PAC meetings.	
3.6	Parental Participation Regarding Unduplicated Student Programs	0% of MCSD Unduplicated families are communicated directly and intentionally regarding MCSD's programs through ParentSquare as evidenced by ParentSquare active contacts. 2023-24	99% of MCSD Unduplicated families are communicated directly and intentionally regarding MCSD's programs through ParentSquare as evidenced by ParentSquare active contacts. 2024-25		By 2026-2027 100% of MCSD Unduplicated families will be communicated with intentionally via ParentSquare as evidenced by ParentSquare active contacts.	-1% from Baseline

Goal Analysis [2024-25]

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

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

Overall, MCSD made progress on all of Goal 3's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to provide more avenues for communication such as Coffee with the Superintendent and Town Hall meetings. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and ensuring MCSD uses a wide variety of platforms to communicate effectively with all educational partners.

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

Material differences exist due to salary and benefit increases between the district, its bargaining partners, and management.

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

3.1:

Our community outreach has included:
3 Community Outreach Specialists (COS)
389 COS district and site-based requests for support;
Over 20 families have participated in MCSD's Family Literacy Program.
36 FERC Fridays;
5 Virtual MCSD Engagements.

3.2
The MCSD Communications Department has risen to support MCSD students, staff, families, and community partners with the following opportunities during the 2024-25 school year through April 2025:

250 Help Desk Request Tickets completed.

271 Parent Square Posts - The District has scaled back on direct posts for all families due to feedback through a survey, where families mentioned they prefer to receive upcoming resourceful information directly from their site rather than from the District Office. The Communications Department organizes informational resources for site administration to share through a Google Drive. Additionally, the Communications Department curates a monthly “all staff” and “all families” post with upcoming events and resources our school communities can take advantage of.

344 Social Media Posts and over 5,000 Instagram stories (platforms are Instagram and Facebook). Each post/reel averages anywhere from 3,000 to 10,000 views from followers and non-followers.

Merced City School District's Instagram account has grown to 3,282 active followers who engage regularly on our posts and videos - up 2,282 from the 2022-23 school year.

10 Superintendent Newsletters - This monthly newsletter from Superintendent Stocking provides staff, families, and community members a wonderful opportunity to hear a message or video from Superintendent Stocking, and an opportunity to see some valuable information about the District and our community in one consolidated space. The newsletter is free to subscribe to for anyone, anywhere.

30 videos thoroughly showcasing various departments, resources, and projects across the Merced City School District. These videos are intended to provide our community with a deeper understanding of some of the many resources available to them and the hard work that goes into ensuring our schools include spaces where all students can learn and thrive in their educational journey.

Approximately 110 printed documents, including brochures, flyers, half-page sheets, bulletin boards, banners, yard signs, for various departments curated by the Communications Department to ensure available resources are accessible to our families, no matter what their preferred methods of communication are. The documents are translated and available in English, Spanish, and Hmong.

3.3:
There are seventy (70) certificated staff designated as bilingual serving with credentials in BCLAD areas.

A total of sixty-four (64) classified personnel receive a bilingual stipend for their service.

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.

MCSD plans to provide funding in order to move the Family Engagement Center (FERC) to a central location in Merced to improve access of services to our educational partners. In addition, MCSD continues to look to more ways to engage its educational partners with events such as Coffee with the Superintendent and Town Hall meetings. Many of the actions described in goal 3 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Community Outreach	Community Outreach Specialists and Community Liaisons ensure schools are welcoming, inclusive, informative, and organized communities where all families feel empowered to participate fully as partners in their child's education, and in their home language. Identified Need: Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts, and Mathematics, chronically absent and/or have high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$798,775.00	Yes
3.2	Communication	The Director of Communications and the Communications Specialist serve as the creative architects for internal and external communications. They focus on engaging traditionally disenfranchised families and students from low-income families, including students whose language is not English; building school-family partnerships through effective communication, and strengthening trust-based relationships by serving as a bridge to all educational partners.	$438,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District invests in professional learning and resources to support effective and appropriate communication as well as providing interpretation equipment, and customer service training for office staff. Identified Need: Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts, and Mathematics, chronically absent and/or have high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
3.3	Family Engagement	The District provides all families with a Family Engagement Resource Center (FERC) that offers parent education opportunities such as parenting, English language, technology, school governance, nutrition classes, and access to community resources to strengthen the relationship between parents and the school. FERC staff support site-based parent education by developing learning modules and providing module training to site designees to ensure parents are informed and can participate fully in their child's education. The District supports bilingual staff, materials, and supplies necessary to maintain the program.	$174,801.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2026, the district will improve outcomes for Black/African American students, Long term English Learners, Students with Disabilities, students in foster care, and students experiencing homelessness—the groups identified on the California School Dashboard as performing below standard in the past and current year. Specifically, the district will increase English Language Arts and Math proficiency rates for these students by 10 percentage points, reduce chronic absenteeism by 5 percentage points, and decrease suspension rates by 3 percentage points. Progress will be measured annually using CAASPP results, the Chronic Absenteeism indicator, and the Suspension Rate indicator on the California School Dashboard. MCSD prefers to indicate and include all underperforming student groups beyond those student groups included within the "Unduplicated Student" definition who supplemental and concentration funds are directed towards. MCSD provides supplemental services and supports for Black/African American students, Long-Term English Learners, Students with Disabilities, students in foster care, and students experiencing homelessness. These MCSD student groups have been identified in past and present years by the state of California as achieving below standard in one or more of the following indicators: academic achievement (English Language Arts and Math), attendance, and/or suspension rates.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

MCSD is committed to offering staff the necessary resources to ensure each student is provided with instruction and the support to help them achieve their potential. MCSD also commits to ensuring students achieve proficiency in academic areas as they advance through school, so they are on track for continued success on their learning journey. Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). These same students, inclusive of were also suspended more and were chronically absent more than their peers. Because these groups have

underperformed for more than two years in these areas, MCSD resolved to develop an additional LCAP goal with supporting actions within the LCAP to improve outcomes. Actions within the goal must not already exist in previous goals. To this end, actions to identify and serve Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and students in foster care will increase. Supports include the development of an internal student success dashboard specific to Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students and the assignment of a specialized staff person dedicated to coordinating activities to increase the adult-to-student care ratio at all district sites; inclusive of counselors and mentors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard: CAASPP: English Language-Arts, grades 3 - 8	2023 California Dashboard: CAASPP: English LanguageArts, grades 3 - 8 Black/African American: 84.8 points below standard, 318 students Foster Youth: 97.8 points below standard, 69 students Homeless: 95.6 points below standard, 71 students	2024 California Dashboard: CAASPP: English Language Arts, grades 3 - 8 Black/African American: 80.5 points below standard, 326 students Foster Youth: 92.3 points below standard, 66 students Homeless: 94.6 points below standard, 79 students Students with Disabilities: 132.1 points below standard *baseline year		By 2026-2027, MCSD focus students will increase their CASPP English Language Arts average scores by 25%.	Each student group made progress from baseline: Black/African American: +4.3 points towards standard Foster Youth: +5.5 points towards standard Homeless: +1 point towards standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-Term English Learners: 112 points below standard *baseline year			
4.2	California School Dashboard: CAASPP: Mathematics, grades 3 - 8	2023 California Dashboard: CAASPP: Mathematics, grades 3 - 8 Black/African American: 129.6 points below standard, 318 students Foster Youth: 126.3 points below standard, 68 students Homeless: 124.8 points below standard, 71 students	2024 California Dashboard: CAASPP: Mathematics, grades 3 - 8 Black/African American: 123 points below standard, 323 students Foster Youth: 113 points below standard, 65 students Homeless: 122.9 points below standard, 86 students Students with Disabilities: 155.7 points below standard *baseline year Long-Term English Learners:		By 2026-2027, MCSD focus students will increase their CASPP English Language Arts average scores by 25%.	Each student group made progress from baseline: Black/African American: +6.6 points towards standard Foster Youth: +13.3 points towards standard Homeless: +1.9 point towards standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			175.5 points below standard *baseline year			
4.3	District Progress Assessment 3: Reading, grades K - 8	Black/African American: 32% Above/On Level Foster Youth: 28% Above/On Level Homeless: Not Reported on DPA 2023-24	Reading DPA II, 2024-25 Overall: 36% On or Above Grade-level English Learner Students: 12% On or Above Grade-level Students with Disabilities: 10% On or Above Grade-level *baseline year African-American Students: 30% On or Above Grade-level Foster Youth Students: 29% On or Above Grade-level Socioeconomically Disadvantaged Students: 32% On or Above Grade Level		By 2026-2027 the following student groups will improve their DPA Reading scores to: Black/AfricanAmerican: 58% Above/On Level Foster Youth: 53% Above/On Level Homeless: Not Reported on DPA	Not applicable. **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Homeless Students: % On or Above Grade-level *not reported on DPA **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.			
4.4	District Progress Assessment 3: Mathematics, grades K - 8	Black/African American: 24% Above/On Level Foster Youth: 29% Above/On Level Homeless: Not Reported on DPA 2023-24	Math DPA II, 2024-25 Overall: 24% On or Above Grade-level English Learner Students: 11% On or Above Grade-level Students with Disabilities: 8% On or Above Grade-level		By 2026-2027 the following student groups will improve their DPA Reading scores to: Black/AfricanAmerican: 50% Above/On Level Foster Youth: 55% Above/On Level Homeless: Not Reported on DPA	Not applicable. **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*baseline year African-American Students: 17% On or Above Grade-level Foster Youth Students: 19% On or Above Grade-level Socioeconomically Disadvantaged Students: 20% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA			
4.5	California School Dashboard: Suspension Rates, grades TK - 8	Black/African American: 12.4% suspended at least one day, 73/590 students Foster Youth: 12.3% suspended at least one day, 26/211 students Homeless: 8.5% suspended at least one day, 15/176 students	Black/African American: 11.5% suspended at least one day, 75/651 students Foster Youth: 14.8% suspended at least one day, 31/209 students Homeless:		By 2026-2027 the following student groups will be suspended less, at the following rates: Black/African American: 5% suspended at least one day	Black/African American (-0.9%) and Homeless (-2.9%) students were suspended less while Foster Youth (+2.5%) were suspended more than baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24	5.6% suspended at least one day, 17/305 students Students with Disabilities: 6.6% suspended at least one day, 100/1,516 students *baseline year Long-Term English Learners: 15.4% suspended at least one day, 50/324 students *baseline year 2024-25		Foster Youth: 5% suspended at least one day Homeless: 5% suspended at least one day	
4.6	California School Dashboard: Chronic Absenteeism Indicator, grades TK - 8	Black/African American: 47.9% chronically absent, 269/562 students Foster Youth: 30.7% chronically absent, 58/189 students Homeless: 72.3% chronically absent, 120/166 students 2023-24	Black/African American: 38.6% chronically absent, 236/612 students Foster Youth: 26.9% chronically absent, 49/182 students Homeless: 50.9% chronically absent, 141/277 students Students with Disabilities:		By 2026-2027 the following student groups will be chronically absent less, at the following rates: Black/African American: 20% chronically absent Foster Youth: 15% chronically absent Homeless: 40% chronically absent	Each student group made progress from baseline: Black/African American: -9.3% less Foster Youth: -3.8% less Homeless: -21.9% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			31% chronically absent, 457/1,474 students *baseline year Long-Term English Learners: 21.2% chronically absent, 67/316 students *baseline year 2024-25			

Goal Analysis [2024-25]

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

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

Overall, MCSD made progress on all of Goal 4's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to provide hire a coordinator and begin its Student Champion Program. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and identifying diverse staff to reflect the diversity of our district.

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

Material differences exist in action 4.2 due to the position being co-funded with an alternate source. Action 4.4 reveals a difference due to the district using an alternate source, as well. MCSD over-budgeted the amount it calculated to run a committee in action 4.4, and with action 4.7 MCSD spent more funds to complete its annual equity survey. Differences also exist with Actions 4.5 and 4.6 due to other state-based funding sources being available.

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

4.1:
We continue to build relationships with Historically Black Colleges and Universities (HBCUs). We offer recruitment information on many of their virtual platforms. We participated in the employment showcases for universities that were included in the US Department of Education

as Historically Black Colleges to include Texas Southern University, Savannah State University, and Jackson State University. We continue to attempt to increase intentional outreach connections.

MCSD intentionally rescripted and created new recruitment videos to showcase our personnel who reflect the diverse staff we seek.

4.2:
The role is focused on providing services, resources, and guidance to ensure students stay on track academically, emotionally, and socially. Key responsibilities of a Student Success Coordinator include: Offering tutoring services, study skills workshops, and/or helping students with time management and organizational skills.
Overall, a Student Success Coordinator aims to enhance the students' overall experience and increase their chances of academic success and completion.

4.3:
Each of our sessions asks presenters to share two key components;
How does this learning directly connect to my instruction to English Learner students?
How do I differentiate this instruction to meet the needs of all learners represented in our classrooms?
Additionally, we strive to maintain an asset-focused approach to our teaching and learning, recognizing that each learner (adult or child) brings with them valuable life experiences, knowledge, abilities, language, and culture which we strive to capitalize on, celebrate, and integrate into the learning at hand.

All MCSD professional development is geared to model what we expect to see in our classrooms.

4.4:
MCSD contracts with local vendors to provide more time to learn for our students. Black/African American students, students in Foster care, and students experiencing homelessness are provided priority enrollment to such programs as Paper Education, Bali Learning Centers, and Harvest Park Educational Centers. Enrollment efforts include personal phone calls, ParentSquare messages, and direct mail.
To date, the following percentage of Black/African American students are participating in programming: Bali Tutoring - 14%; HPEC - 41%; Mathnasium - 7%; M.A.R.S. - 16%; and, Student Champions - 59%.

4.5:
MCSD is focusing professional development efforts to ensure our lessons include the core principles of
Universal Design for Learning (UDL). UDL is an educational framework that aims to create inclusive learning environments for all students.

UDL is built on three core principles:
Multiple Means of Representation: Providing information and learning materials in various formats (text, audio, visuals, hands-on activities) to cater to different learning styles.
Multiple Means of Action and Expression: Offering students diverse ways to demonstrate their understanding (writing, speaking, creating, performing) to accommodate different strengths and preferences.
Multiple Means of Engagement: Motivating and sustaining learners' interest by tapping into their curiosity, providing choices, and offering adjustable levels of challenge.

4.6:
MCSD has held the following advisory committee meetings:
3 - Black/African American Advisory Committees;
3 - Foster Youth/Homeless Advisory Committees.

4.7:
An Equitable Learning Conditions survey was offered to MCSD students, staff, and families in the Winter of 2025. It revealed the following:

Closely examine student perceptions of fairness. A majority (65%) of students and parents and of staff (82%) believe their school is a great place to learn for students many backgrounds (see slide 15). However, only about half (51%) of students agree that students get treated fairly, no matter their background, compared to nearly three-quarters of parents and staff. Conducting qualitative research can provide valuable insights into the kinds of situations—inside and outside of classrooms— in which students may feel less supported, and how perceptions of fairness affect students' academic performance and overall well-being.

Bolster academic support for students outside of the classroom. Student and parent respondents are less likely to think students have enough academic help from sources other than teachers (61%) or enough out-of-class programs and resources (56%). Similarly, staff respondents are less confident that students who are Black or African American, in the foster system, or experiencing homelessness have enough academic support from sources other than teachers (72%, 62%, and 59%, respectively), or enough out-of-class programs and resources to meet their academic needs (62%/61%/51%). MCSD should both examine the effectiveness of its existing academic and mental health after-school resources, as well as explore how peer districts support students facing similar challenges.

Reach out by phone to parents/guardians of students in the foster system or who are experiencing homelessness. Parents and staff indicate the three best ways to reach parents/guardians of students in the foster system or who are experiencing homelessness are phone calls (66% and 55%, respectively), school-based communications
(43% and 35%), and in-person meetings (39% and 48%) (see data supplement). Effective communication can significantly impact the engagement and support these families receive. As a start, MCSD could find inspiration from this Best Practices Report which provides guidance on planning and implementing family communication efforts, including home visits and empathy interviews.

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.

MCSD will continue to actively recruit diverse staff and work with the bargaining partners to improve services for our underperforming students. Many of the actions described in goal 4 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Recruitment, Hiring, and Retention of Diverse Staff	Purposefully conduct outreach to recruit, hire, and retain culturally, racially, and linguistically diverse staff; and conduct targeted recruitment at diverse colleges and universities (e.g. Historically Black Colleges and Universities, National Hispanic University, Drew University), with teacher preparation and/or ethnic studies programs. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$12,682.00	Yes
4.2	Student Success Coordinator	Assign a coordinator to identify Black/African Americans, Long-Term English Learners, students with disabilities, students in foster care, and students experiencing homelessness with academic, attendance, and engagement needs to coordinate, communicate, and monitor tutorial and mentorship programs. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$226,586.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Staff Training	Develop and create a long-term system that promotes and incentivizes the completion of coursework focused on cultural and linguistic responsiveness and asset-based instruction for all teachers and all instructional support staff. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$7,396.00	Yes
4.4	Student Mentorship	Institute and expand small group and/or individualized elite mentoring and tutoring services for Black/African American, Long-Term English Learners, students with disabilities, students in foster care, and students experiencing homelessness. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$1,109,530.00	Yes
4.5	Differentiated Instruction	Explore and provide professional development grounded in competency-based education structures and methods to support the academic progress of African American, Long-Term English Learners, students with disabilities, Homeless, and students in foster care.	$100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PLEASE REFER TO MCSD LCAP GOAL 1.9 FOR MORE DETAILS Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
4.6	Advisory Committees	Develop advisory committees consisting of families and advocates focused on increasing communication and partnership with families and advocates of African American students, Long-Term English Learners, students with disabilities,students in foster care, and students experiencing homelessness. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$10,196.00	Yes
4.7	Equity Survey	Expand research to continue the development of a multi-year equity plan by including in-depth empathy interviews and listening sessions to further identify and address the needs of Black/African American students, Long-Term English Learners, students with disabilities,students in foster care, and students experiencing homelessness.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-27 school year, Community Day School (CDS) will increase the support for students qualifying for the Equity Multiplier at CDS to decrease Chronic Absenteeism by 10% and decrease Suspension Rates by 2.5% per year, or by 8% over three years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Merced City School District receives funding to support students enrolled at its Community Day School (CDS). In the Spring of 2025, MCSD received $50,535 to increase student achievement for students at identified schools. MCSD will use this funding to co-fund a School Counselor. More specifically, this goal will ensure students receive the supplemental support needed to succeed in school and in our community. 2023-24 CDS data provided to CALPADS highlights the need for improvement in the Suspension Rate and Chronic Absenteeism Rate.
Suspension Rate: 11.1%, and increase of 3.2% from the year prior;
Chronic Absenteeism Rate: 47%, an increase of 2% from the year prior.
MCSD consulted with CDS staff, MCSD Executive Cabinet, and MCSD Cabinet in order to craft the Goal and subsequent actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CDS Suspension Rate	2023-24: 11.1% Suspension Rate	2024-25: 6% Suspension Rate, as of April 2025 per AERIES		5% Suspension Rate	CDS is on a trajectory to have a decreased Suspension Rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Student Information System)			
5.2	CDS Chronic Absenteeism Range	2023-24: 47% Chronic Absenteeism Rate	2024-25: 48% Chronic Absenteeism Rate, as of April 2025 per AERIES (Student Information System)		25% Chronic Absenteeism Rate	CDS is on a trajectory to have an increased Chronic Absenteeism Rate.

Goal Analysis [2024-25]

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

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

Overall, MCSD made progress on all of Goal 5's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to ensure CDS students had access to a school counselor. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and increasing levels of substantive behaviors on school sites.

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

Material differences exist due to salary and benefit increases between the district, its bargaining partners, and management.

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

5.1:
Students at CDS receive daily whole-class social emotional learning lessons using evidence-based curricula and video modeling. Our counselor or our teachers facilitate these lessons that are developed by the BCBA. Each week has a targeted SEL focus; character building, social skills, behavior skills, and growth mindset are the main umbrellas for all SEL focuses.

In the afternoon, each student receives individualized behavior skills training that aligns with their CDS exit goals. Data is taken daily on their progress and shared with their parents.

During recess, our students benefit from structured play to promote social skills, which is led by either our counselor or a behavior SCIA.

If a student is struggling to make progress, our school psychologist provides extra social-emotional support through ERMHS or our Aspiranet provider.

5.2:
Two newsletters have gone out to our parent partners. Two more are scheduled to go out; one at the end of each quarter.

Since response rates have been low, our PBIS team has decided to follow up with phone calls. 2-3 parents will be selected each quarter, and feedback will be elicited.

5.3:
Each month, attendance rates are calculated for each student. If the student meets the monthly goal, they are invited to participate in the attendance party. Each attendance party has a student-selected treat and activity. Students provide feedback on what type of party they would like through reinforcer surveys and through conversation. In addition, at the end of each quarter, students who have met the district attendance criterion of 96% for that quarter are awarded a certificate.

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.

MCSD intends to fill the vacancy of a Coordinator for Pupil Services - a position that traditionally serves as the site administrator for the CDS program. Many of the actions described in goal 1 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Social-Emotional Supports	MCSD will provide social-emotional supports for students enrolled at its Community Day School (CDS) in order for students to meet their behavioral, attendance, and academic goals.	$50,535.00	No
5.2	Parent Involvement	CDS will develop a quarterly newsletter in order to communicate school behavior expectations, strategies for at-home discipline, self-regulation,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and attendance. The newsletter will also seek input and feedback from parents by way of a brief survey.		
5.3	Student Attendance Plan	CDS will implement an attendance plan to include student and class recognition in order to celebrate meeting specific schoolwide goals.	$0.00	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
$40,571,015.00	$4,926,500

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
34.886%	0.000%	$0.00	34.886%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports **Need:** Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics,	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to strategically intervene to increase student achievement across the district with Intervention Teachers and Instructional aides, and the materials to drive the instruction. The action may serve other student groups that indicate a need for the service described in efforts to provide	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA; CAASPP - Mathematics; CAST; Summative ELPAC; District Progress Assessment (DPA) - Reading; and/or, DPA - Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG): Intervention Teachers (18) & Intervention Instructional Assistants (18) MCSD LCAP Goal 1, Action 2 & LREBG Action Providing intervention teachers in California elementary school districts is strongly supported by research demonstrating the effectiveness of targeted, individualized instruction for students struggling to meet academic standards. Studies, such as those highlighted by the National Center on Intensive Intervention (NCII), show that specialized intervention delivered by trained professionals significantly improves outcomes for students with learning difficulties, preventing achievement gaps from widening. This focused support addresses specific academic deficits, ensuring that all students have the opportunity to succeed and aligning with the district's commitment to equitable educational practices. MCSD will use District Progress Assessments for Reading to track the progress of students participating in interventions.	a systematic approach to providing equitable access to strategic services.	

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
	$4,304,109 **Scope:** LEA-wide		
1.3	**Action:** Retaining High-Quality Staff **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus on retaining and maintaining high-quality staff to ensure the students receive the best instruction, in the best environments, with the most highly qualified staff in order to strategically intervene to increase student achievement across the district. The action may serve other student groups that indicate a need for the service described. The action will provide MCSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.
1.4	**Action:** Science, Technology, Engineering, Arts, and Mathematics (STEAM)	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth,	Metrics to monitor effectiveness will include, but not limited to:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	and English learners (unduplicated students) and will focus staff to provide STEAM-based activities including, but not limited to art, music, and Career-technical opportunities. These opportunities will provide engaging activities to inspire students to pursue their interests. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics
1.6	**Action:** Teacher Resources **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus resources to drive the curricula that includes, but not limited to professional development and instructional materials. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics

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
	on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide		
1.7	**Action:** Expanded Learning Opportunities **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students). The action will ensure all MCSD students have access to resources and opportunities that allow them more time to learn. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Technology **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students). The action will provide the infrastructure necessary for all MCSD students to interact with information, knowledge, core adoptions, and supplemental programming. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics
1.9	**Action:** Professional Development **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) will provide MCSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics

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
	Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide		
2.1	**Action:** Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS) **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG): Board Certified Behavior Analysts (BCBAs) (4) MCSD LCAP Goal 2, Action 1 & LREBG Action	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will support all MCSD students' social-emotional development so that they are ready to be successful progressing through content standards. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports; California School Dashboard: Chronic Absenteeism Indicator and/or, California School Dashboard: Suspension Rate Indicator.

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
	Board Certified Behavioral Analysts (BCBAs) provide evidence-based interventions rooted in Applied Behavior Analysis (ABA), which has extensive research supporting its effectiveness in improving social, communication, and academic skills for students with diverse learning needs. Their expertise allows for individualized behavior support plans that address challenging behaviors and promote skill acquisition, leading to enhanced educational outcomes and a more inclusive learning environment. For instance, a meta-analysis by Eldevik et al. (2009) demonstrated significant positive effects of ABA-based interventions for children with autism spectrum disorder, highlighting the value BCBAs bring to elementary school settings. MCSD will use suspension rates and/or attendance rates to track the progress of students who receive support from BCBAs $637,046 Contracted Mental Health Supports MCSD LCAP Goal 2, Action 1 & LREBG Action Effective clinical mental health supports for students in a California elementary school district are crucial for fostering well-being and academic success. Research indicates that school-based mental health services, such as those integrated within a Multi-Tiered System of Supports (MTSS) framework, can significantly improve student mental health outcomes and reduce barriers to care (California Student Mental Health Implementation Guide, 2024). These		

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
	comprehensive approaches, including prevention, early intervention, and intensive services, help address a range of student needs, from social-emotional development to serious mental health conditions. MCSD will use suspension rates and/or attendance rates to track the progress of students who receive support from the contracted services $60,000 **Scope:** LEA-wide		
2.2	**Action:** Safe Schools and Healthy Students **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG): Campus Security Liaisons (4)	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will engage all MCSD students in order to promote positive attendance and peer-to-peer interactions while at school. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MCSD LCAP Goal 2, Action 2 & LREBG Action Campus security liaisons in California elementary school districts provide a proactive layer of safety, fostering a secure environment essential for student well-being and learning. Their presence can deter potential threats and facilitate rapid response to incidents, thereby enhancing overall campus security. This strategy is supported by research highlighting the positive impact of visible security personnel on school safety and student perceptions of security. MCSD will use suspension rates and/or attendance rates to track the progress of sites that receive support from campus security liaisons $332,413 **Scope:** LEA-wide		
2.3	**Action:** Student Wellness **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will support all MCSD students' social-emotional and physical health. Specifically, it will fund health assistants, counselors, and psychologists. It will also promote positive peer-to-peer interactions and seek to provide the supports our students may need to successfully master content standards. The action may serve other student groups that indicate a need for the service described in efforts	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator

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
	underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	to provide a systematic approach to providing equitable access to strategic services.	California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.
2.4	**Action:** Middle School Sports **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will engage all MCSD students in order to promote positive attendance and peer-to-peer interactions while at school. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.
3.1	**Action:** Community Outreach **Need:** Per the California School Dashboard results published in December 2023, many student groups are underperforming in English	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to connect families to the district. The action will ensure that all MCSD parents can access school information in order to fully	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts and Mathematics, are chronically absent, and/or have high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform lower on the CAASPP and are chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	participate with their child's education. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.
3.2	**Action:** Communication **Need:** Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts and Mathematics, are chronically absent, and/or have high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform lower on the CAASPP and are chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide a variety of ways all MCSD families can access district and/or school based information in a timely manner. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide		California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.
4.1	**Action:** Recruitment, Hiring, and Retention of Diverse Staff **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will seek to hire staff that is reflective of our MCSD student body. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			MCSD Equity Survey
4.2	**Action:** Student Success Coordinator **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to strategically intervene to increase student achievement across the district. The action will provide an MCSD staff member to focus on the identified students within the group in order to ensure their success. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey. MCSD Equity Survey
4.3	**Action:** Staff Training **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American,	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide a long-term approach to systemically provide diversity, equity, and inclusionary training to all MCSD staff. The action may serve other	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey. MCSD Equity Survey
4.4	**Action:** Student Mentorship **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections:	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide identified students within the group tutoring and/or mentoring opportunities. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports

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
	Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide		California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey. MCSD Equity Survey
4.5	**Action:** Differentiated Instruction **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide professional development opportunities to learn more about differentiated instruction in order to engage all learners. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Staff Survey, California School Parent Survey. MCSD Equity Survey
4.6	**Action:** Advisory Committees **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide a team of educational partners to provide input and feedback on the implementation of Goal 4's actions. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, California School Parent Survey. MCSD Equity Survey
4.7	**Action:** Equity Survey **Need:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will identify any systemic strengths and/or	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	weaknesses that impact student achievement. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator MCSD Equity Survey

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Science, Technology, Engineering, Arts, and Mathematics (STEAM) **Need:**		

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

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

Not Applicable

Additional Concentration Grant Funding

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

All 18 MCSD schools meet the threshold of 55 percent or more low-income, English learner (EL), and/or foster youth. Therefore, Merced City School District plans to utilize additional concentration grant add-on funding in the 2024-2025 school year to increase direct services staff for Unduplicated students.
Merced City School District will continue to provide the following resources listed below:

9 School Counselors, current district total is 18; Goal 2, Action 3
1 Nurse plus 1 addtional Nurse to bring the district total to 9; Goal 2, Action 3
1 School Psychologist plus 2 additional to bring the district total to 14; Goal 2, Action 3
1 Social Worker to bring the district total to 4; Goal 2, Action 1
2 Teacher Librarians to bring the district total to 9; Goal 1, Action 2
4 Resource Specialists; Goal 1, Action 3
2 Special Day Class Teachers; Goal 1, Action 3
1 Pre-school Resource Specialist; Goal 1, Action 4
MCSD will continue to maintain increased hours of service provided by 18 Health Assistants.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	TK-3: 1:24; 4-8: 1:34
Staff-to-student ratio of certificated staff providing direct services to students	N/A	TK-3: 1:24; 4-8: 1:34

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	$116,297,391.00	40,571,015.00	34.886%	0.000%	34.886%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$121,510,768.00	$50,429,306.00	$338,321.00	$9,682,398.00	$181,960,793.00	$152,606,258.00	$29,354,535.00

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	Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction	All	No			All Schools	2024-2027	$79,261,991.00	$0.00	$79,261,991.00	$0.00	$0.00	$0.00	$79,261,991.00	
1	1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$21,608,659.00	$1,228,936.00	$15,565,737.00	$4,657,797.00	$0.00	$2,614,061.00	$22,837,595.00	
1	1.3	Retaining High-Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
1	1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,350,539.00	$1,250,078.00	$2,207,789.00	$738,264.00	$0.00	$654,564.00	$3,600,617.00	
1	1.5	District-Wide Achievement Via Individual Determination (AVID)	All	No			All Schools	2024-2027	$0.00	$511,500.00	$0.00	$0.00	$0.00	$511,500.00	$511,500.00	
1	1.6	Teacher Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$579,017.00	$335,999.00	$0.00	$0.00	$243,018.00	$579,017.00	
1	1.7	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$9,432,918.00	$15,908,077.00	$1,933,654.00	$22,172,779.00	$0.00	$1,234,562.00	$25,340,995.00	
1	1.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,418,516.00	$3,936,234.00	$5,959,664.00	$785,582.00	$0.00	$609,504.00	$7,354,750.00	

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,830,069.00	$1,466,549.00	$1,451,681.00	$731,006.00	$0.00	$1,113,931.00	$3,296,618.00	
1	1.10	English Learners	All	No			All Schools	2024-2027	$126,679.00	$124,573.00	$0.00	$0.00	$0.00	$251,252.00	$251,252.00	
1	1.11	Special Education	Students with Disabilities	No			All Schools	2024-2027	$16,386,456.00	$953,589.00	$0.00	$15,466,323.00	$0.00	$1,873,722.00	$17,340,045.00	
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,193,509.00	$578,608.00	$3,470,759.00	$242,756.00	$0.00	$58,602.00	$3,772,117.00	
2	2.2	Safe Schools and Healthy Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,828,250.00	$1,167,893.00	$807,525.00	$3,188,618.00	$0.00	$0.00	$3,996,143.00	
2	2.3	Student Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,475,324.00	$218,505.00	$9,188,826.00	$1,166,682.00	$338,321.00	$0.00	$10,693,829.00	
2	2.4	Middle School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$153,393.00	$140,316.00	$293,709.00	$0.00	$0.00	$0.00	$293,709.00	
3	3.1	Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$798,775.00	$0.00	$575,428.00	$0.00	$0.00	$223,347.00	$798,775.00	
3	3.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$373,435.00	$64,579.00	$438,014.00	$0.00	$0.00	$0.00	$438,014.00	
3	3.3	Family Engagement	All	No			All Schools	2024-2027	$77,142.00	$97,659.00	$0.00	$0.00	$0.00	$174,801.00	$174,801.00	
4	4.1	Recruitment, Hiring, and Retention of Diverse Staff	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$12,582.00	$100.00	$100.00	$6,291.00	$0.00	$6,291.00	$12,682.00	
4	4.2	Student Success Coordinator	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$226,486.00	$100.00	$100.00	$113,243.00	$0.00	$113,243.00	$226,586.00	
4	4.3	Staff Training	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$0.00	$7,396.00	$7,396.00	$0.00	$0.00	$0.00	$7,396.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Student Mentorship	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$0.00	$1,109,530.00	$100.00	$1,109,430.00	$0.00	$0.00	$1,109,530.00	
4	4.5	Differentiated Instruction	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$0.00	$100.00	$100.00	$0.00	$0.00	$0.00	$100.00	
4	4.6	Advisory Committees	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$0.00	$10,196.00	$10,196.00	$0.00	$0.00	$0.00	$10,196.00	
4	4.7	Equity Survey	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
5	5.1	Social-Emotional Supports	All	No			Specific Schools: Community Day School	2024-25	$50,535.00	$0.00		$50,535.00			$50,535.00	
5	5.2	Parent Involvement	All	No			Specific Schools: Community Day School		$0.00	$0.00		$0.00			$0.00	
5	5.3	Student Attendance Plan	All	No			Specific Schools: Community Day School		$0.00	$0.00		$0.00			$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$116,297,391.00	40,571,015.00	34.886%	0.000%	34.886%	$42,248,777.00	0.000%	36.328 %	**Total:**	$42,248,777.00
								LEA-wide Total:	$42,248,777.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,565,737.00	
1	1.3	Retaining High-Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,207,789.00	
1	1.6	Teacher Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,999.00	
1	1.7	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,933,654.00	
1	1.8	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,959,664.00	

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	1.9	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,451,681.00	
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,470,759.00	
2	2.2	Safe Schools and Healthy Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$807,525.00	
2	2.3	Student Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,188,826.00	
2	2.4	Middle School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,709.00	
3	3.1	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$575,428.00	
3	3.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$438,014.00	
4	4.1	Recruitment, Hiring, and Retention of Diverse Staff	Yes	LEA-wide	Foster Youth	All Schools	$100.00	
4	4.2	Student Success Coordinator	Yes	LEA-wide	Foster Youth	All Schools	$100.00	
4	4.3	Staff Training	Yes	LEA-wide	Foster Youth	All Schools	$7,396.00	
4	4.4	Student Mentorship	Yes	LEA-wide	Foster Youth	All Schools	$100.00	
4	4.5	Differentiated Instruction	Yes	LEA-wide	Foster Youth	All Schools	$100.00	
4	4.6	Advisory Committees	Yes	LEA-wide	Foster Youth	All Schools	$10,196.00	
4	4.7	Equity Survey	Yes	LEA-wide	Foster Youth	All Schools	$1,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$156,252,067.00	$173,851,812.00

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**	Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction	No	$73,836,339.00	$81,897,481.00
1	**1.2**	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	Yes	$18,355,706.00	$20,417,927.00
1	**1.3**	Retaining High-Quality Staff	Yes	$4,500,000.00	$7,130,216.00
1	**1.4**	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	Yes	$3,315,476.00	$3,587,959.00
1	**1.5**	District-Wide Achievement Via Individual Determination (AVID)	No	$556,187.00	$530,457.00
1	**1.6**	Teacher Resources	Yes	$843,118.00	$681,191.00
1	**1.7**	Expanded Learning Opportunities	Yes	$11,326,996.00	$14,658,973.00
1	**1.8**	Technology	Yes	$5,746,479.00	$5,757,055.00
1	**1.9**	Professional Development	Yes	$4,002,156.00	$4,268,671.00
1	**1.10**	English Learners	No	$239,279.00	$187,682.00
1	**1.11**	Special Education	No	$15,847,054.00	$15,925,645.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	Yes	$3,827,157.00	$4,433,417.00
2	2.2	Safe Schools and Healthy Students	Yes	$2,984,160.00	$2,604,614.00
2	2.3	Student Wellness	Yes	$8,554,446.00	$9,486,407.00
2	2.4	Middle School Sports	Yes	$277,390.00	$315,780.00
3	3.1	Community Outreach	Yes	$734,145.00	$786,796.00
3	3.2	Communication	Yes	$468,060.00	$508,962.00
3	3.3	Family Engagement	No	$159,659.00	$172,776.00
4	4.1	Recruitment, Hiring, and Retention of Diverse Staff	Yes	$11,846.00	$12,833.00
4	4.2	Student Success Coordinator	Yes	$198,962.00	$51,333.00
4	4.3	Staff Training	Yes	$7,442.00	$7,442.00
4	4.4	Student Mentorship	Yes	$260,584.00	$233,904.00
4	4.5	Differentiated Instruction	Yes	$100.00	$0.00
4	4.6	Advisory Committees	Yes	$16,426.00	$7,320.00

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)
4	**4.7**	Equity Survey	Yes	$132,900.00	$136,971.00
5	**5.1**	Social-Emotional Supports	No	$50,000.00	$50,000.00
5	**5.2**	Parent Involvement	No	$0.00	$0.00
5	**5.3**	Student Attendance Plan	No	$0.00	$0.00

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)
$39,352,358.00	$42,813,100.00	$42,499,141.00	$313,959.00	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	1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	Yes	$13,000,171.00	$14,988,544.00		
1	1.3	Retaining High-Quality Staff	Yes	$4,500,000.00	$2,890,998.00		
1	1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	Yes	$1,984,060.00	$2,049,123.00		
1	1.6	Teacher Resources	Yes	$614,530.00	$459,531.00		
1	1.7	Expanded Learning Opportunities	Yes	$1,964,825.00	$1,933,853.00		
1	1.8	Technology	Yes	$5,729,285.00	$3,756,678.00		
1	1.9	Professional Development	Yes	$1,808,739.00	$1,820,775.00		
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	Yes	$3,026,017.00	$3,618,049.00		
2	2.2	Safe Schools and Healthy Students	Yes	$857,743.00	$628,425.00		
2	2.3	Student Wellness	Yes	$7,898,435.00	$8,822,994.00		
2	2.4	Middle School Sports	Yes	$277,390.00	$315,780.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Community Outreach	Yes	$526,677.00	$553,696.00		
3	3.2	Communication	Yes	$468,060.00	$508,962.00		
4	4.1	Recruitment, Hiring, and Retention of Diverse Staff	Yes	$100.00	$0.00		
4	4.2	Student Success Coordinator	Yes	$100.00	$0.00		
4	4.3	Staff Training	Yes	$7,442.00	$7442.00		
4	4.4	Student Mentorship	Yes	$100.00	$0.00		
4	4.5	Differentiated Instruction	Yes	$100.00	$0.00		
4	4.6	Advisory Committees	Yes	$16,426.00	$7,320.00		
4	4.7	Equity Survey	Yes	$132,900.00	$136,971.00		

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)
$113,680,784.00	$39,352,358.00	2.290%	36.907%	$42,499,141.00	0.000%	37.385%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Merced City School District
CDS Code:	24 65771 000000
LEA Contact Information:	Name: Aaron Alexander Position: Director of State & Federal Programs Email: aalexander@mcsd.k12.ca.us Phone: (209) 385-6664
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$158,423,707.00
LCFF Supplemental & Concentration Grants	$40,571,015.00
All Other State Funds	$40,927,994.00
All Local Funds	$4,495,616.00
All federal funds	$11,952,123.00
Total Projected Revenue	$215,799,440

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$225,224,500.00
Total Budgeted Expenditures in the LCAP	$181,852,793.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$42,248,777.00
Expenditures not in the LCAP	$43,371,707

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$42,813,100.00
Actual Expenditures for High Needs Students in LCAP	$42,499,141.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$1,677,762
2024-25 Difference in Budgeted and Actual Expenditures	$313,959

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Home to school transportation, utilities, and the funding of the Maintenance and Operations Department, Facilities Department, Fiscal Department, Personnel Department, Officer Managers and Clerks, School Nutrition Services Department, and the Office of the Superintendent.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25	The existing difference reflects the District using alternate funding sources to carry-out similar LCAP-based actions to meet the diverse needs of our students in order to increase or improve services.

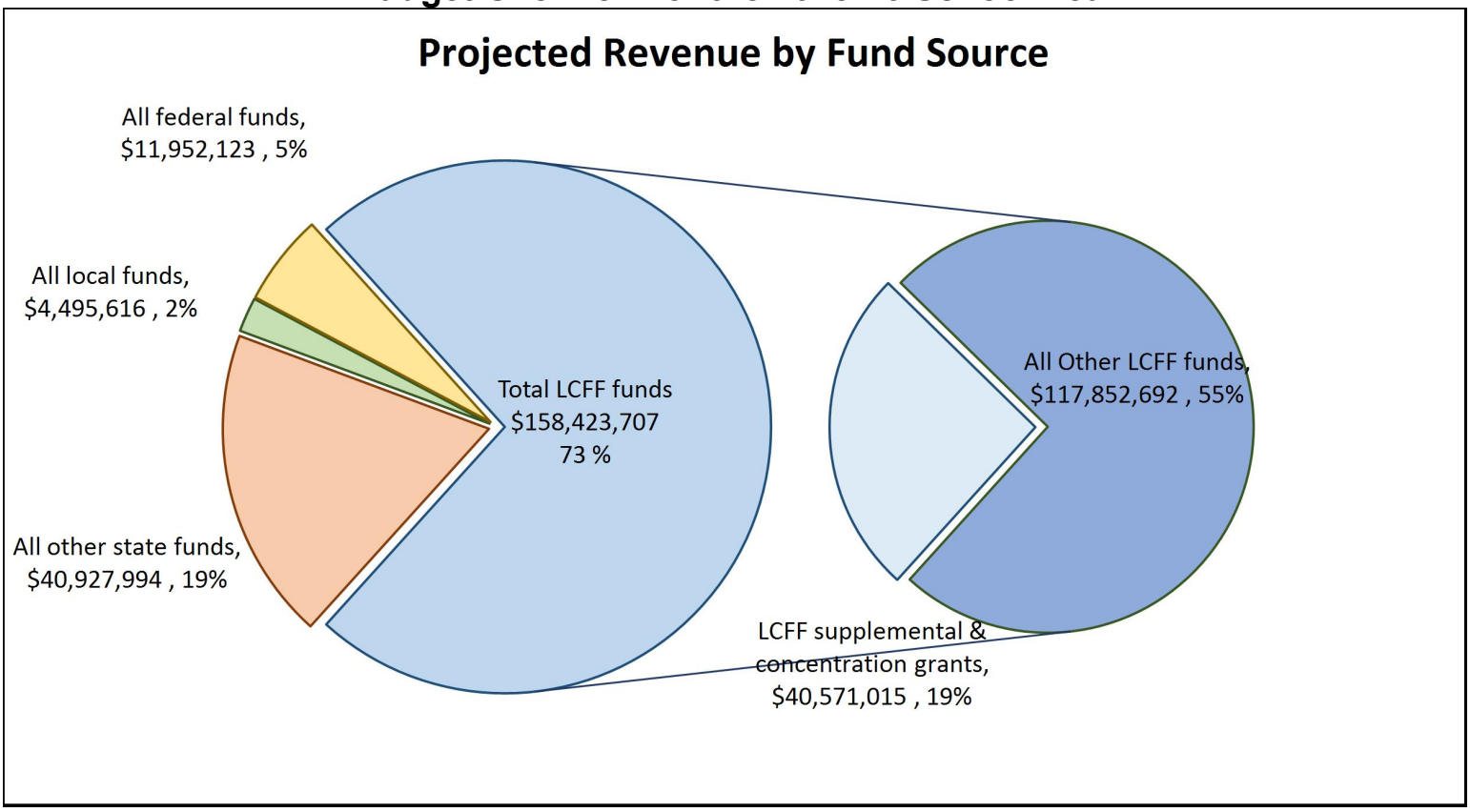
is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced City School District
CDS Code: 24 65771 000000
School Year: 2025-26
LEA contact information:
Aaron Alexander
Director of State & Federal Programs
aalexander@mcsd.k12.ca.us
(209) 385-6664

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

Budget Overview for the 2025-26 School Year

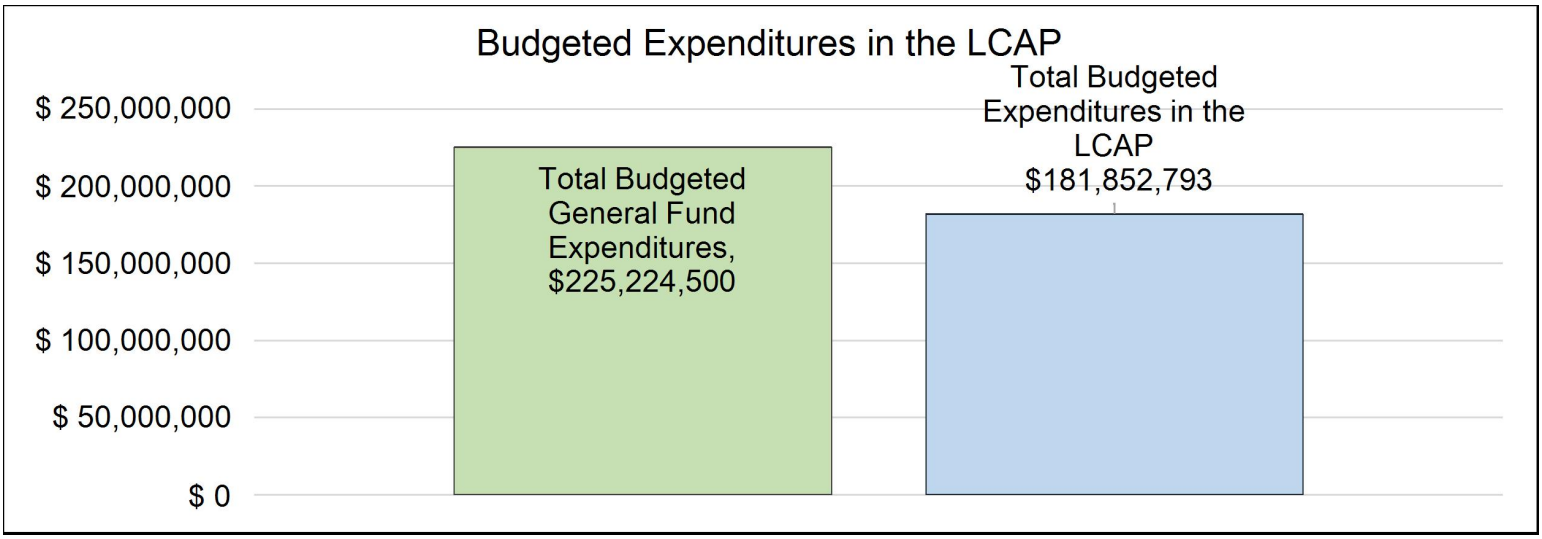


This chart shows the total general purpose revenue Merced City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced City School District is $215,799,440, of which $158,423,707.00 is Local Control Funding Formula (LCFF), $40,927,994.00 is other state funds, $4,495,616.00 is local funds, and $11,952,123.00 is federal funds. Of the $158,423,707.00 in LCFF Funds, $40,571,015.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Merced City 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: Merced City School District plans to spend $225,224,500.00 for the 2025-26 school year. Of that amount, $181,852,793.00 is tied to actions/services in the LCAP and $43,371,707 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

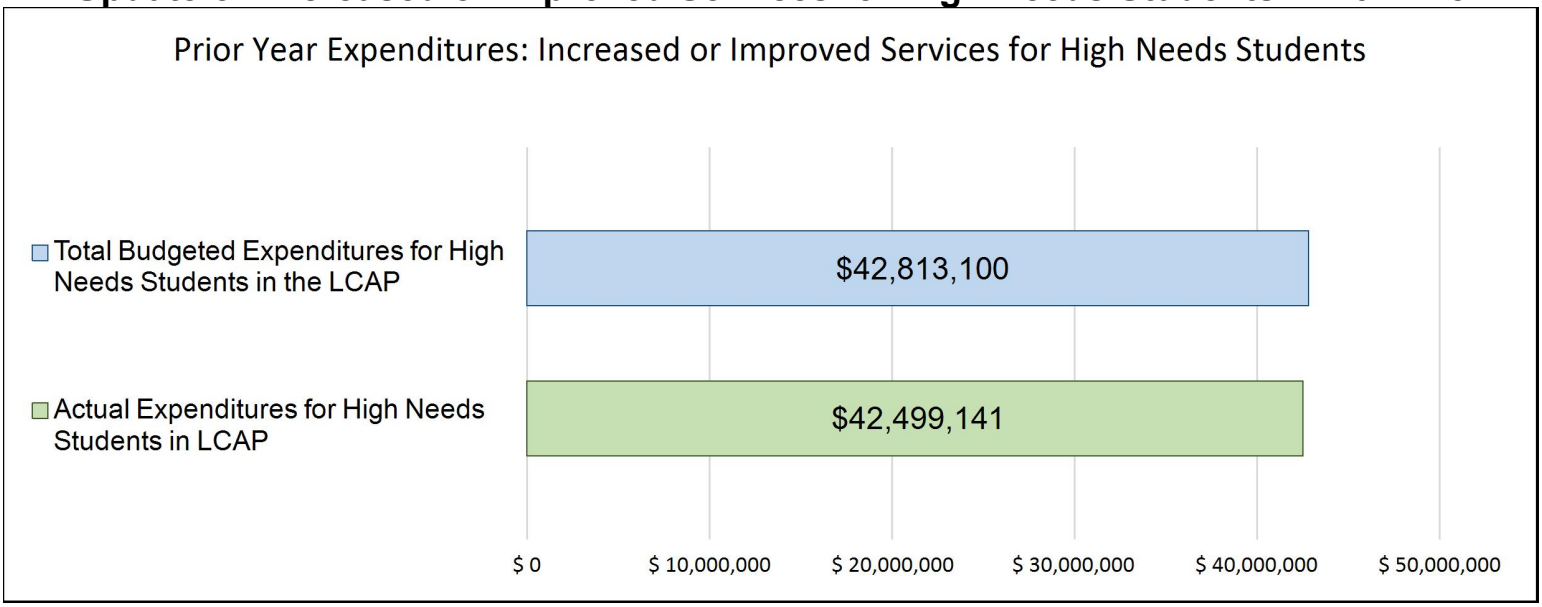
Home to school transportation, utilities, and the funding of the Maintenance and Operations Department, Facilities Department, Fiscal Department, Personnel Department, Officer Managers and Clerks, School Nutrition Services Department, and the Office of the Superintendent.

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

In 2025-26, Merced City School District is projecting it will receive $40,571,015.00 based on the enrollment of foster youth, English learner, and low-income students. Merced City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced City School District plans to spend $42,248,777.00 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 Merced City 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 Merced City 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, Merced City School District's LCAP budgeted $42,813,100.00 for planned actions to increase or improve services for high needs students. Merced City School District actually spent $42,499,141.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $313,959 had the following impact on Merced City School District’s ability to increase or improve services for high needs students:

The existing difference reflects the District using alternate funding sources to carry-out similar LCAP-based actions to meet the diverse needs of our students in order to increase or improve services.

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Merced City School District	Aaron Alexander Director of State & Federal Programs	aalexander@mcsd.k12.ca.us (209) 385-6664

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024 - 2025	495	474		21				

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

Strengths and progress relative to Building Partnerships and Student outcomes include conducting Parent-Teacher Conferences and progress reporting at least twice per school year. Resources for parents and families, including video tutorials focused on accessing learning, are available on the District webpage in multiple languages. The Aeries Parent Portal and Gradebook connect families to student progress information at times convenient for families. MCSD and its' school sites utilize ParentSquare to actively inform families of important messages and engaging events. A variety of community resource representatives (e.g., Merced Adult School, UC Merced, and the City of Merced Parks and Recreation Department) link with the Family Engagement Resource Center to support expanding partnerships beyond the school community.

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

MCSD continues to strive to meet its' families unique needs in order to improve the development of partnerships and thus, student outcomes. Identified areas of improvement include, but are not limited to: (a) flexible times for family engagement opportunities; (b) flexible locations for family engagement opportunities; and, (c) materials for family engagements are presented in a variety of home languages.

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

MCSD will improve the engagement of underrepresented families in a variety of ways. As previously mentioned, MCSD will strive to hold district and school-based engagement opportunities in various locations and times around our district, as well as ensure materials are presented in appropriate home languages.

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

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

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

The District continued using the California Healthy Kids Survey, California Schools Parent Survey, and California Schools Staff Survey during the 2024-2025 academic year. The results from the survey served as a comparison to the 2022-2023 surveys. Response rates for students and teachers were the same or higher than the prior year. Approximately 89% of parents reported feeling welcome at the school, a 3% increase compared to the previous year. On average, 69.75% of students in grade five through eight reported feeling safe at school and 58.5% reported a sense of belonging. The District added crowdsourcing to collect qualitative measures from families through the ThoughtExchange platform to identify common themes in parent and community reporting. Frequent Parent Square messages and social media posts (e.g., Facebook, Twitter, Instagram) continue to be ways for parents to receive information and connect to their child's school. Family Help Stations are installed at each MCSD site, as well as staff to help families access information through electronic and other resources.

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

The District continues to emphasize ensuring families are aware of programs and supports available from the Family Engagement Resource Center, or FERC. Additionally, families requested opportunities to be heard, therefore, time to listen to families and stakeholders is included on agendas as a standing item for family and community meetings.

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

District staff will continue to seek out partnerships with underrepresented families by conducting deliberate outreach in multiple languages through the school and community events and through work with organizations that advocate for them (e.g., Lao Family, Merced Hispanic Chamber of Commerce, Merced Black Parallel School Board). The District will continue to bring awareness of the resources available to families by instituting "FERC Fridays". Three district Community Outreach Specialists (COSs) will be at the front gate of each school site two times a year (18 x 2)

at the time of student ingress to engage our families as they drop their children off at school. They will be able to interact with the families and provide information. The District will also conduct bi-monthly virtual engagements that promote family efficacy. Finally, our staff will be attending at least one staff meeting at each site where we share FERC opportunities with our staff so our district employees are privy to the support available.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

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

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

Community participation in local Governing Board meetings and community forums is easily accessible in both in-person and remote formats. Surveys, crowdsourcing results, and district and site-level committees provide families with a voice and influence in decision-making. District and school staff provide governance instruction to families and committee representatives so they can participate fully in the decision-making process.

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

Based on input from educational partners, MCSD will continue to set aside time in its LCAP Forums to capture the community voice. Other opportunities, such as Coffee with the Superintendent or Town Hall meetings will continue in the 2025-26 school year.

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

Efforts to improve the engagement of underrepresented families for decision-making include creating intentional connection opportunities for parents and guardians of English learner, African American, and Homeless students, Foster Youth, and Students with Disabilities. The creation of engagement activities encompasses considerations of

language accessibility, child-care needs, adequate time to formulate and share ideas, and meeting locations that are familiar, convenient, and provide a sense of emotional safety for families.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

The District offered its annual Equity Survey in the Spring of 2024. Respondents included 6th-8th grade Merced City School District students, parents/guardians of an MCSD student, staff members, and/or community members affiliated with MCSD. Sites offered time for students to take this anonymous, voluntary survey during the school day, and employees were offered time during their workday to participate, as well. Parents were notified via ParentSquare messaging with embedded links, and stakeholders were offered time to take part, as well.
The most recent results available indicate that while most students and staff agree that adults encourage students to learn from their mistakes (79%), this year and last year, over half of the respondents agree that students feel safe at school (51% vs. 54%). Reports of bullying decreased compared to last year (57% vs. 55%), and significantly more students (58%) than parents and staff (53% and 37%) say bullying is a problem at school.
A high percentage of staff agree that schools hire (88%) and retain (82%) staff from diverse backgrounds.
Significantly more students this year, compared to the 2021-2022 baseline equity survey, agree that their teachers come from many different backgrounds (81% vs.73%).
When it comes to student and staff relationships, overall student-staff relationships at MCSD are strong and equitable. Over four-fifths of staff, parents, and students agree that they have classmates (85%-90%) and close friends from different backgrounds (81%-87%). However, significantly fewer students (65%) than staff (88%) agree that adults at their school care about and support students beyond schoolwork. Even though student opinions have improved about the adults' understanding of their culture and background, less than half ofthe students say adults understand them and their experiences (46%).

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

Results indicate that students and staff express differing opinions on the extent to which teachers are engaging students in such conversations. MCSD will continue to support staff in their efforts to educate through an equity lens. The District will focus on reducing instances of bullying and harassment and promoting school safety.
MCSD may leverage this perspective and understanding to help students demonstrate more respectful behavior toward each other and their school environments. MCSD may also consider implementing additional bullying prevention measures and focusing on messaging that helps promote safety.

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

The District will also support students' and families' feelings of inclusion, especially at the middle school level. MCSD will aim to help teachers and staff strengthen the links between students' home and school lives; demonstrating relevance and fostering connections between school and students' personal lives strengthens both academic and social-emotional outcomes. MCSD will continue to work to foster connections among students and demonstrate the value of having meaningful conversations about diversity. MCSD will be leveraging a partnership with a local vendor to promote elements of restorative justice in our four middle schools.

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

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

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

MCSD looks to continue utilizing the California Healthy Kids Survey, the California School Staff Survey, and the California School Parent Survey, as well as conduct its annual Equity Survey to track student access to a broad course of study. In addition, it will run regular reports from its Student Information System (SIS), AERIES, and CALPADS to provide multiple opportunities to ensure students are accounted for.

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

All MCSD students have access to a broad course of study. Our annual equity survey revealed that MCSD ensures a welcoming and safe environment, the availability of high-quality resources across schools for students from diverse backgrounds (88%), and MCSD promotes access to all courses and extracurricular activities to students from diverse backgrounds (88%).

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

Potential barriers that may exist limiting students' awareness of specific courses include, but not limited to: chronic absenteeism, staff turnover, and limited promotion of all programs and courses to families.

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

MCSD will continue to promote its courses to all students and their families and monitor enrollment through quarterly student information system audits (AERIES queries). MCSD will continue its annual 6th grade Middle School Orientation in order to promote the various courses that are offered at the middle school campuses.

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

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

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

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

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

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

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

Rating Scale (lowest to highest):

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

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

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

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-2026

Date of Board Approval
Pending: June 24, 2025

LEA Name
Merced City School District

CDS Code:
24 65771 000000

Link to the LCAP:
(optional)

https://www.mcsd.k12.ca.us/District/Portal/lcap

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Presented to the Governing Board in conjunction with the LCAP on June 24, 2025.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Approximately 80% of the Merced City School District students are Unduplicated. Metrics such as the California Assessment of Student Performance and Progress (Spring 2024), the California School Dashboard (December 2024), as well as local measures (District Progress Assessments), indicate at least two-thirds of Merced City students have not met grade-level standards in the areas of language arts and mathematics. The California Healthy Kids Survey (Fall 2024) indicated that students felt that parents were more involved at school this year; elementary students felt safer and more connected to school; middle school students reported feeling less connected to school, and students expressed feeling the same amount of sadness as last year. Federal and local funds are aligned to address school readiness, parent involvement, mastery of standards, provide more time to learn through a variety of targeted extended day activities, as well as supplemental program support during the school day (e.g. Targeted instructional assistance in grade 1, Student and Parent Engagement Coordinator, Response to Instruction and Intervention; Advancement Via Individual Determination). In addition to direct services to Unduplicated and At-promise students, federal funds are used to supplement professional development for staff to enhance the delivery of instruction through evidence-based strategies, such as science and research-based reading instruction, a universal design for learning, direct instruction, differentiation, culturally and linguistically responsive teaching, and social-emotional learning.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Each school site in the District is required to continually inform the School Site Council, English Learner Advisory Committee, and site Leadership Team of the use of both Federal and State funds. Schools review student progress data, discuss services available to students, and plan actions to address student needs monthly. Title I and Local Control Funding Formula allocations are reviewed in detail. Budget changes resulting from needs assessments are shared with site Leadership, PBIS teams, School Site Councils, and English Learner Advisory Committees and submitted to the Fiscal Department. All School Plans for Student Achievement are aligned to the District's Local Control Accountability Plan, specifically in the areas of achievement for Language Arts and Mathematics, School Climate and Culture, and Parent Engagement. The District's Local Control Accountability Plan's overarching goals are focused on student achievement, wellness, professional learning, staff development, and family and community empowerment. Thus, all other plans are reviewed and analyzed to ensure coherence. Parents, students, classified, and certificated staff representatives are identified at each school site and participate in the District's Local Control Accountability Plan Parent Advisory Committee and attend meetings and forums designed to seek stakeholder input. Through the engagement of educational partners, the District gathers important information and feedback regarding student engagement and wellness, academic achievement, school culture, and climate. This information informs the planning of Federal and State-funded activities.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used to select school attendance areas will continue to be based on the number of children eligible for free and reduced meals (Richard B. Russell National School Lunch Act).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Personnel Department works closely with the Merced County Office of Education and reviews bi-annually teacher certification, placement, and assignment. Additionally, the District supports an active Teacher Induction Program, in which mentor teachers provide guidance and coaching for new teachers. The California Standards of the Teaching Profession, classroom management, lesson design, and delivery are program areas of focus. Approximately 80% of Merced City School District students report being from low-income families: Within the district, no schools report less than 65% low-income levels. Data, based on research support instructional strategies and grade-level standards content, is collected and analyzed. Recommendations are then shared with the site principal and staff to shape site-based professional development and continuous improvement efforts.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The District has effective structures to engage parents. Examples include the District English Learner Advisory Committee, the Local Control Accountability Plan Parent Advisory Committee, instruction for adults through the Family Engagement Resource Center, and regularly planned district-wide functions such as the annual MCSD Spotlight and the MCSD STEAM Fair. These opportunities are vital to engaging parents and families for the coordination of classes and events, conducted by the District's Title I Student and Family Engagement Coordinator, Community Outreach Specialists, and site-based liaisons. Communications with parents and families are presented in multiple formats and languages.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational partner engagement is a focus at the district and site levels. The Local Control Accountability Plan Parent Advisory Committee is composed of a parent representative from each site and middle school students. The group meets quarterly to discuss parent, student, and family needs, and ways to support student achievement, as well as District initiatives. The meetings are well attended, as evidenced by meeting minutes. Representatives are entrusted to act as vehicles of information both from and to the school site and community. A system of parent/family education is established and utilized at the district and site levels. Community outreach specialists have developed an evidence-based curriculum of modules specifically to foster achievement for students and increase the participation of families in school planning and improvement.

Modules include:

Oral Language Development

Listening to Your Child Read

Improving Homework Skills

Foundation Family Math

Foundation Family Science

Discipline and Guidance

Mysteries of Adolescents

Ages and Stages, Single Parenting, Positive Behavior Intervention and Supports

Opening Doors/Abriendo Puertas

Passport to Success

Suicide Prevention: What Every Parent Should Know

Accessing the Parent Portal

Additionally, site-based community liaisons conduct parent education modules during family events and assist parents in accessing student, site, and district information through Family Help Stations located at each school office. Parent empowerment workshops are available to grade 6 and middle school parents in multiple languages. Each school is responsible for coordinating classes for parents, as well as transportation, interpretation, and child care. In addition to parent education classes, parents are encouraged to attend parent-teacher conferences twice yearly; events such as Back to School Night, Open House, and student performances are scheduled regularly. Attendance evidence indicates that a majority of parents participate. Parents are surveyed regularly. Outcomes of the comprehensive needs assessment inform site and district decision-making. The Parent Involvement Policy is provided in the Parent Handbook and is published on the district web page. School-Parent Compacts are reviewed during Parent-Teacher Conferences. Site Councils are active and in place at each school site: School Plans for Student Achievement are reviewed and updated throughout the year. Changes to school plans are driven by the close monitoring of the District Progress Assessment, the California School Dashboard, and other local indicators. California School Parent Survey (Fall 2024) results revealed concerns regarding academic motivation, student connectedness, and student well-being. In response, additional services provided by the District's Student and Family Engagement Coordinator, school counselors, site-based community liaisons, school social workers, and nurses increase support for student academic progress and health and well-being.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Not applicable.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Programs and professional development designed to increase student achievement include District driven diagnostic and progress monitoring assessment in Language Arts and Math at least two-to-three times yearly for students, site-based fluid Response to Instruction and Intervention programs in which students receive additional instruction and support from specialized certificated and classified staff with differentiated materials designed to promote access and mastery of grade-level standards. Students in grade 1, who are identified as being below standard in reading, receive specialized lessons, in addition to and outside of required instructional minutes, from part-time Title I Instructional Aides. Merced City School District is an Advancement Via Individual Determination (AVID) district. Students in the program are taught and practice research-supported models for learning, such as note-taking, organization, and study skills. Summer academies, extended day, specific to reading, writing, and math, as well as tutorials, are also funded. Professional development for staff is ample, as evidenced by the professional development calendar. Staff training is informed by the results of the comprehensive needs assessment and other surveys. This year's offerings include Phonemic awareness,

phonics, word attack, fluency, Advancement Via Individual Determination, social/emotional learning, as well as training in materials only used in the Title I program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds for homeless children and youth are used to provide services such as social work case management and advocacy, transportation, housing referral services, referrals to health and human service providers, and information referral services for in-district supports and programs. All office staff members are trained yearly regarding policy and regulations regarding the identification and enrollment of homeless, foster, and other at-risk youth. Under the supervision of the Pupil Services Department, designated school office staff members are directed to document in the Student Information System each homeless youth and monitor the child's attendance. Students who are unable to attend school regularly or who have special needs are referred to the Department of Pupil Service to ensure appropriate services are provided.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The District offers a Title I Preschool class. Title I preschool students and their families are supported in the transition to Transitional Kindergarten and Kindergarten in a variety of ways. Teachers identify the academic and other needs of each student and report them to the school where the child will attend Transition Kindergarten/Kindergarten, so the placement of the student is a priority, and services can be provided immediately. Additionally, a school psychologist supports assessment for the early identification of special learning needs. Students learn about Kindergarten through specially designed units of instruction. The Family Specialist offers parent workshops designed to facilitate the transition from Title I Preschool to the elementary. Home/School communication, expectations, registration, and actual identification of the student's home school are included in the workshop. A Positive Behavior Intervention Support Teacher actively teaches lessons regarding appropriate classroom behavior and works with families one-on-one for students who need Tier 2 and 3 levels of support to ensure a smooth transition to elementary school.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

College awareness and college readiness are a district-wide focus, as Merced City School District is an AVID district. Middle school students transitioning to high school have multiple opportunities to explore and research career pathways and to visit colleges, virtually and in person as part of AVID School-Wide. College readiness skills including organization, focused-note taking, inquiry, collaborative projects, and student leadership are key strategies to prepare middle school students for high school success. Middle School students participate in the Paxton Patterson curriculum to gain information on Career Technical Education opportunities available in high school and college. Additionally, middle school transition to high school is facilitated through a course selection process supported by school counselors, who provide

middle school students with information about high school graduation and college entrance requirements. Merced City School District has a collaborative articulation data sharing system with Merced Union High School District to support academic success through appropriate course placement.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

School library programs are supported with the use of Title I funds to purchase digital/e books and resources, as well as literature sets outside of the adopted curriculum.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The District's system of professional growth includes a Principal Induction Program, MCOE's Principal Network, Administrative Keys, Cognitive Coaching training, and a Teacher Induction Program to build capacity and leadership. Professional development is also supported through the service of teacher librarians who work with individual school leaders and teachers at multiple school sites to increase staff knowledge about literacy and the Science of Reading, as well as improve instructional practices. Lesson study, side-by-side teaching, modeling of lessons; and standards mastery for language arts, mathematics, science, physical education, and technology is a focus of the work for the teachers on special assignment.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools in the district exceed the established federal poverty threshold. Three (3) schools in MCSD were identified as eligible for Additional Targeted Support and Improvement (ATSI) per the release of the 2024 California Dashboard. No MCSD school sites were identified as Comprehensive Support and Improvement (CSI).

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

In addition to monitoring student progress data, which is a direct result of instruction, the District continues to offer a professional development surveys and focus group dialogue opportunities with the support of Hanover Research, and the California School Staff Survey, for principals and teachers. Survey results, opportunities for staff to present modules based on expressed needs, and collaboration result in improved instructional strategies, resources and materials, technology, as well as information design effective professional learning activities.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Merced City School District staff receive training in evidence-based instructional strategies designed and intended to support the achievement of English learner students. Trainings include ongoing local and contracted professional development opportunities such as:

English Language Development;
Universal Design for Learning;
Guided Language Acquisition Design;
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words;
Designing and delivering higher-order questions;
Application and use of sentence frames to promote academic language;
Using Claims, Evidence, and Reasoning;
Explicit Direct Instruction;
Advancement Via Individual Determination;
Diversity, equity, and inclusion;
Consortium of Reading Excellence (CORE) professional development for early literacy instruction - based on the Science of Reading;
Conscious Discipline, and;
Utilization of assessment to monitor language progress and academic vocabulary development.

Professional learning opportunities are offered throughout the academic year in person and virtually, in the summer, after school and during the instructional day with substitutes provided. Evidence of staff participation is available through the District's Online Management System.

The District shares accountability for the progress of English learner students with school sites. Teachers participate in activities, such as professional development in the English-Language Arts and English Language Development Framework, and apply instructional strategies supported by current research to be most effective for English learner students. All MCSD teachers are teachers of language and literacy and content. Ongoing evaluation of local, District and State assessments occurs with site administrators, teachers, and parents through faculty, site, and District English Learner Advisory Committees, School Site Council meetings, Local Control Accountability Plan educational partner engagement, and parent education events. Staff identify, provide services both during the instructional day and after school, and monitor the progress of students identified as Long-term English Learners.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides a Common Core-aligned base program designed to promote proficiency in English Language Arts, Mathematics, and Science for English learners and migrant students. Community, family, and parent participation opportunities include literacy classes and the provision of activities specific to parents of English learner students. The Family Engagement Resource Center offers an English literacy and technology program and provides local community resources to families to increase the involvement of English learner parents in the education of their children.
The actions presented in the Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010) provide a framework for MCSD's English learner program. Goals include:

- Creating a climate where students′ primary language and culture are valued and viewed as a resource;
- Communicating a sense that English learner students and their families are a part of the school community;
- Assisting families with integration into an unfamiliar school system;
- Encouraging parents to read to their children and engage their children in academic conversations/tasks, and;
- Teaching parents how to be actively involved in school and their child′s education

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Increasing the achievement of English learner students, through integrated and designated ELD was a focus in the adoption of English Language Arts and English Language Development materials. The materials include Designated components, designed to support the acquisition of grade-level standards, aligned to language development content and academic vocabulary. Staff training to fully implement the materials is ongoing, and classrooms at all schools are visited throughout the year to ensure teachers are utilizing the appropriate state and district-adopted materials for English Language Arts and English Language Development. Research-based instructional strategies, such as Explicit Direct Instruction, Academic Discourse, Guided Language Acquisition Design, Close Reading, Repeated Interactive Read Aloud, Higher Oder Thinking Prompts, Sentence Frames and Comprehensive Delivery supports the achievement of English learner students in classrooms throughout the District.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Language Proficiency Assessments for California are the primary metric in determining English Learner student progress in acquiring English. English Learner students become proficient in English and meet rigorous academic standards through focused and integrated instruction that emphasizes academic discourse, vocabulary development, and writing. The District's Student Information System (SIS) allows the isolation of progress variables by student groups to support the monitoring of English Learner student progress on local benchmarks and State exams. Under the direction of the Department of State and Federal Programs, all school Learning Directors within the District report progress for English learners at least three times each year. Special attention is given to the monitoring of students who are at risk of becoming long-term English Learners. Records of students enrolled as English Learners for more than four years are analyzed by site teams to determine if more targeted instruction or additional support is needed.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Title IV program increases student access to a well-rounded education including student health and wellness, enhances school conditions for student learning, and improves the use of technology in order to improve school engagement, academic achievement, and digital literacy of students. The main components of the program are opportunities for individual and small group tutoring; the provision of teachers on special assignment to coach and advise school staff in the areas of health and physical education standards; the provision of a family engagement resource center; as well as partnerships with the University of California at Merced, and Merced County Behavior Health Center and Human Services Agency.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

2024 California Dashboard Results, released December 2024:

California Assessment of Student Performance and Progress (CAASPP):

English Language Arts

All Students:
45.7 points below standard.
Improvement of 4.6 points from baseline, or 36.5% progress towards goal.

Students with Disabilities:
132.1 points below standard

English Learner Students:
80.6 points below standard

Long-Term English Learners:
112 points below standard

African-American Students:
80.5 points below standard

Socioeconomically Disadvantaged Students:
54.3 points below standard

Foster Youth Students:
92.3 points below standard

Homeless Students:
94.6 points below standard

Mathematics

All Students:
82.1 points below standard
Improvement of 0.8 points from baseline, or 3.8% progress towards goal.

Students with Disabilities:
155.7 points below standard

English Learner Students:
111.9 points below standard

Long-Term English Learners:
175.5 points below standard

African-American Students:
123 points below standard

Socioeconomically Disadvantaged Students:

90.9 points below standard

Foster Youth Students:
113 points below standard

Homeless Students:
122.9 points below standard

What activities will be included within the support for a well-rounded education?

Tutorials are made available to all MCSD students with priority enrollment offered to the students with the most need.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Program activities will be evaluated using the following metrics:

CAASPP English Language Arts;

CAASPP Mathematics;

Suspension Rates; and,

Attendance Rates.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

2024 California School Dashboard Results:

Chronic Absenteeism Rate:
21.8% Chronic Absenteeism Rate

Suspension Rate:
4.8% Suspension Rate

Expulsion Rate:
0.00% Expulsion Rate

What activities will be included within the support for safety and health of students?

Each site refines their attendance and behavior plans in order to attend to points for improvement.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The activities that are described within site-based attendance and behavior plans will be evaluated using attendance, suspension, and/or expulsion rates.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The district will continue to block unapproved websites and/or applications in the 2025-26 school year in order to ensure our infrastructure and student privacy is protected.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Technology will be used to block attempted access to unapproved websites and/or applications.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Quarterly reports will be ran to validate the effectiveness of the program.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

2024-25 school year.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
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