



Merced Union High School District
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Superintendent
 Alan Peterson

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 Mandy Ballenger

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 Erin Hamm
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 Kurt Kollmann
 Tiffany Pickle
 Julio Valadez

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced Union High School District

CDS Code: 24-65789-0000000

School Year: 2025-26

LEA contact information:

Alan Peterson

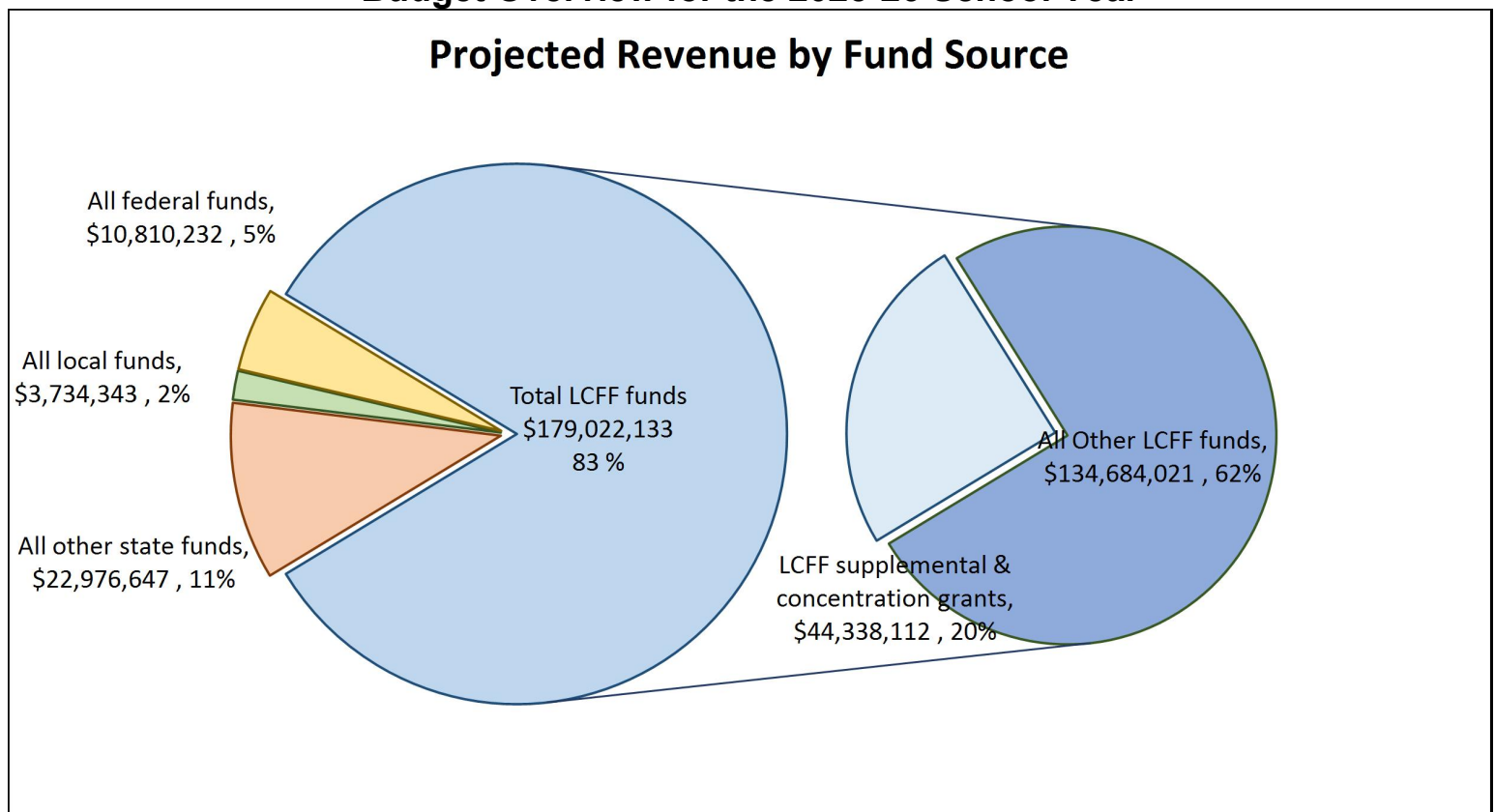
Superintendent

apeterson@muhsd.org

209-325-2020

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

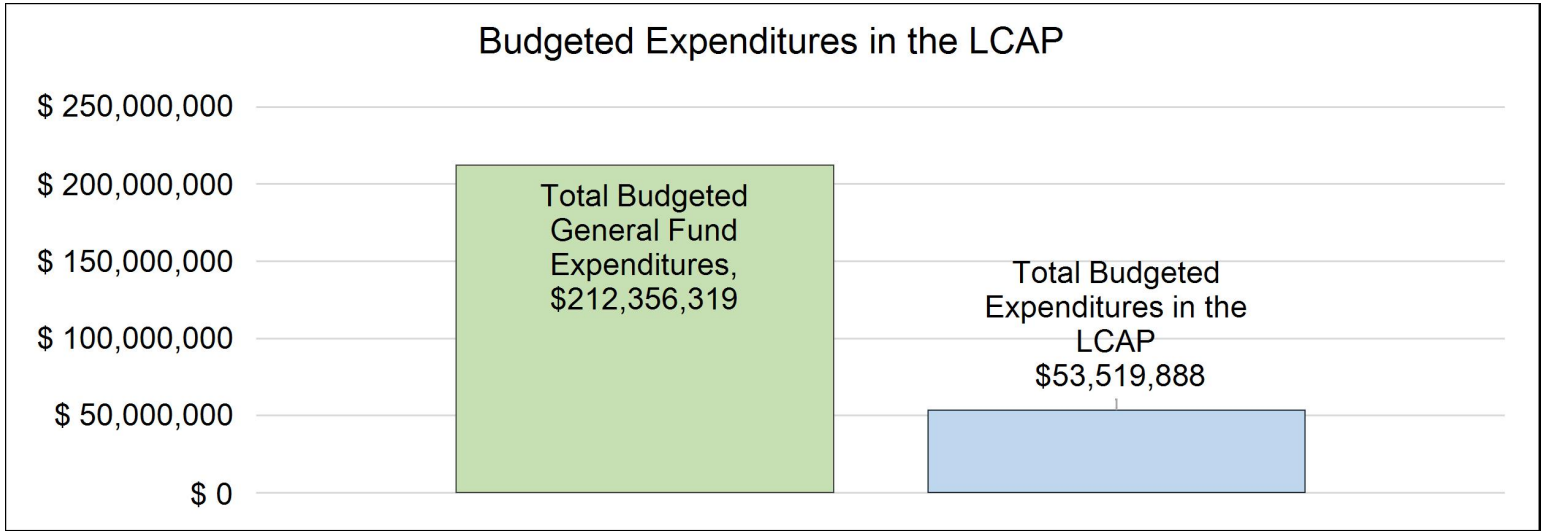


This chart shows the total general purpose revenue Merced Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced Union High School District is \$216,543,355, of which \$179,022,133 is Local Control Funding Formula (LCFF), \$22,976,647 is other state funds, \$3,734,343 is local funds, and \$10,810,232 is federal funds. Of the \$179,022,133 in LCFF Funds, \$44,338,112 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 Union High 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 Union High School District plans to spend \$212,356,319 for the 2025-26 school year. Of that amount, \$53,519,888 is tied to actions/services in the LCAP and \$158,836,431 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

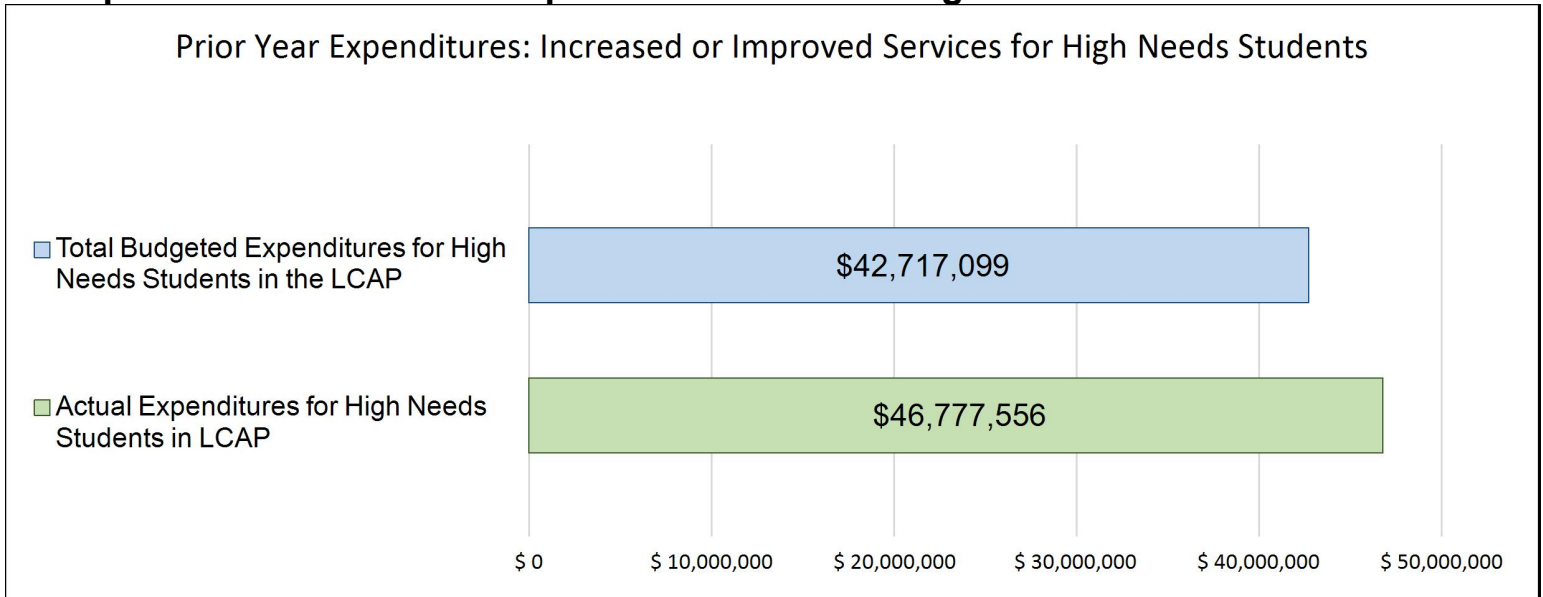
Salaries, Benefits, Books and Supplies, Services, Capital Outlay, Other Outgo and Transfers Out

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

In 2025-26, Merced Union High School District is projecting it will receive \$44,338,112 based on the enrollment of foster youth, English learner, and low-income students. Merced Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced Union High School District plans to spend \$44,338,112 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 Union High 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 Union High 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 Union High School District's LCAP budgeted \$42,717,099 for planned actions to increase or improve services for high needs students. Merced Union High School District actually spent \$46,777,556 for actions to increase or improve services for high needs students in 2024-25.



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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 Union High School District	Alan Peterson Superintendent	apeterson@muhsd.org 209-325-2020

Plan Summary [2025-26]

General Information

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

The Merced Union High School District (MUHSD) is situated in the central San Joaquin Valley of California, proudly serving a diverse student body of approximately 11,120 students from Merced, Atwater, and Livingston, alongside surrounding unincorporated areas. MUHSD's student population reflects a rich blend of racial, cultural, and linguistic backgrounds, with 73% Hispanic, 12.2% White, 7.5% Asian, 3.8% African American, and 2.6% other/two or more races. The district's focus on inclusion is evident in its support for various demographics, including 80% socioeconomically disadvantaged, 4.4% homeless, 11.6% English Learners, 10.9% students with disabilities, and 0.7% foster youth. Across six comprehensive high schools, a continuation high school, a community day school, adult education, independent studies, and 1,168 employees, MUHSD provides comprehensive educational opportunities to all students.

The 2024 California State Dashboard school site enrollment:

- Atwater High 2,051
- Buhach Colony High 1,658
- El Capitan High 1,811
- Golden Valley High 1,955
- Independence High (Alternative) 92
- Livingston High 1,141
- Merced High 1,951
- Sequoia Community Day High 106
- Yosemite High (Continuation) 355

Rooted in innovation, MUHSD envisions every graduate earning a high school diploma, achieving Career Technical Education (CTE) certification or demonstrated proficiency, and accumulating college credits, ensuring each student is equipped for success in post-secondary endeavors. Our guiding principle, "A Relevant Education for All," reflects our deep commitment to rigorous, student-centered programs that empower all learners.

The Local Control and Accountability Plan (LCAP) affirms this commitment by outlining initiatives that expand access and support. These include the adoption of a seven-period day and the districtwide implementation of the Multi-Tiered Systems of Support (MTSS). Grounded in the MUHSD Instructional Framework, we continue to prioritize innovation in teaching and learning, believing that all students can learn and thrive when provided with equitable access, authentic learning opportunities, twenty-first century skills development, and high-quality instructional practices. These strategies have proven essential in preparing students for success throughout high school and beyond.

MUHSD is a recipient of Local Control Funding Formula (LCFF) Equity Multiplier funds due to the previous year's non-stability rates exceeding 25 percent and socioeconomically disadvantaged enrollment surpassing 70 percent at Independence, Sequoia, and Yosemite High Schools. These targeted funds will be used to deliver evidence-based services and interventions that directly address the unique needs of students at these campuses.

Reflections: Annual Performance

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

The Merced Union High School District has demonstrated a balanced picture of both success and ongoing challenges, as reflected in the 2024 California School Dashboard and local performance data. The district continues to make strides in academic achievement, college and career readiness, and inclusive educational access, while also recognizing the persistent disparities among specific student groups.

Successes:

-College and Career Readiness: MUHSD continues to outperform state averages in preparing students for post-secondary success. The district offers a robust Career Technical Education program, featuring 35 distinct pathways and 117 courses. Of the Class of 2024, 1,635 students completed at least one CTE pathway, 1,327 graduates earned CTE certifications, and 730 students earned college credits—demonstrating MUHSD's commitment to its mission of "A Relevant Education for All." MUHSD's College and Career Indicator increased from 36.6% in 2023 to 38.2% in 2024. English Learners (ELs) improved by 5.2%, and students with disabilities increased by 0.5%. Notably, ECHS saw a 15.5% increase in ELs' college and career readiness, while LHS reported a 9.9% increase. Students with disabilities also showed improvement at AHS (+1.8%), BCHS (+1.8%), and ECHS (+2.0%). In addition, AP pass rates rose by 12.17%, with 52.42% of AP test-takers scoring a 3, 4, or 5.

-Innovation and Instructional Practices: The implementation of MUHSD's Instructional Framework, alongside a districtwide focus on innovative teaching strategies, has led to stronger instruction and more meaningful learning experiences. All core subjects now use standards-aligned curricula, promoting consistency and rigor. The district has introduced schoolwide benchmarks in English Language Arts (ELA), Mathematics, and Social Studies, with Science benchmarks to follow next year.

In ELA, all grade levels saw gains in third-quarter benchmarks. CAASPP ELA scores increased by 1.69%, with 41.6% of students meeting or exceeding standards in 2024. Subgroup improvements at AHS included Hispanic students (4.74%), socioeconomically disadvantaged students (4.44%), and students with disabilities (7.62%). In Mathematics, GVHS saw a 0.9% overall gain in CAASPP scores, and students with disabilities at MHS improved by 2.44%.

-Support Systems: The district's seven-period day and the continued implementation of Multi-Tiered Systems of Support (MTSS) have increased access to academic interventions, electives, and credit recovery. MUHSD maintained a strong graduation rate of 94.7% in 2024. Disciplinary measures also improved, with suspension rates declining from 3.1% in 2023 to 1.1% in 2024, and expulsions decreasing from 0.8% to 0.3%.

Challenges:

-Achievement Gaps: English Learners (EL), socioeconomically disadvantaged students (SED), and Students with Disabilities (SWD) continue to perform below their peers, particularly in English Language Arts (ELA) and mathematics. District math CAASPP scores decreased by .029% to 10.53% meeting standards. Students with disabilities decreased 0.3% in English and 0.33% in math. English Learners decreased 0.94% in ELA. LHS ELA Scores for EL also decreased 3.41% and SED decreased 8.26%. MHS math scores for EL remained at 0%, Hispanic students decreased 3.32%, SED decreased 4.16%. MHS ELA Scores for EL decreased 2.52% and students with disabilities decreased 1.26%. MHS EL students decreased 2.0% for being College and Career Prepared.

-Graduation and Drop-out Rates: While the overall graduation rate remained stable, there is a need for more targeted support and interventions. African American (3.2%), Foster Youth (3.9%), Homeless (11.7%), and Two or more races (7.3%) subgroups declined in graduation rate from 2023 to 2024. MUHSD's overall drop-out rate increased from 2.6% in 2023 to 3.4% in 2024.

MUHSD 2023 California Dashboard Lowest Indicators in comparison to the 2024 California Dashboard results:

- CAASPP Math Scores for all students decreased 0.29% in meeting or exceeding standards
- CAASPP ELA and Math Scores for Socioeconomically Disadvantaged students increased 2.16% in English and increased 0.06% in math
- CAASPP ELA and Math Scores for Hispanic students increased 2.25% in English and increased 0.66% in math
- CAASPP ELA and Math Scores for students with disabilities decreased 0.3% in English and 0.33% in math
- CAASPP ELA and Math Scores for Homeless students increased 1.15% in English and increased 1.56% in math.
- CAASPP ELA and Math Scores for English Learners, English scores decreased 0.94% and Math scores increased 0.61%
- Percentage of EL students who are College and Career Prepared increased by 5.2%
- Percentage of Foster Youth students who are College and Career Prepared increased by 8.4%
- Percentage of students with disabilities who are College and Career Prepared increased 0.5%
- Percentage of AHS students with disabilities who are College and Career Prepared increased 1.8%
- AHS CAASPP ELA Scores for subgroups: hispanic students increased 4.74%, socioeconomically disadvantaged increased 4.44%, and students with disabilities increased 7.62%
- BCHS CAASPP Math Scores for all students decreased 0.24%
- BCHS CAASPP Math Scores for subgroups: EL increased 3.13%, hispanic students increased 1.13%, socioeconomically disadvantaged increased 0.79%, and white decreased 3.06%
- Percentage of BCHS students with disabilities who are College and Career increased 5.8%

- Percentage of ECHS students who are College and Career Prepared, English Learners increased 15.5% and students with disabilities increased 2.0%
- ECHS CAASPP Math Scores for all students decreased 1.18% in meeting or exceeding standards
- ECHS CAASPP ELA and Math Scores for subgroups: EL decreased 2.5% in ELA, hispanic students increased 11.37% in ELA and increased 1.65% in Math, socioeconomically disadvantaged increased 10.13% in ELA and increased 2.99% in Math, and students with disabilities increased 6.46% in ELA and increased 3.23% in Math
- ECHS EL students decreased 3.5% in the English Learner Progress Indicator
- GVHS CAASPP Math Scores increased 0.9%
- Percentage of IHS being College and Career Prepared for all students decreased 6.6%, hispanic students decreased 9.4%, and socioeconomically disadvantaged decreased 7%
- GVHS EL students increased 5.2% in the English Learner Progress Indicator
- Percentage of LHS EL students who are College and Career Prepared increased 9.9%
- LHS CAASPP Math Scores for all students decreased 0.91%
- LHS CAASPP ELA and Math Scores for EL decreased 3.41% in ELA and remained at 0.0% for Math, hispanic students increased 1.36% in Math, and SED decreased 8.26% in ELA and increased 0.45%
- MHS CAASPP Math Scores for all students decreased 2.76%, EL remained at 0%, hispanic students decreased 3.32%, socioeconomically disadvantaged decreased 4.16%, and students with disabilities increased 2.44%
- MHS CAASPP ELA Scores for EL decreased 2.52% and students with disabilities decreased 1.26%
- Percentage of MHS EL students decreased 2.0% for College and Career Prepared
- SHS suspension rates for all students decreased 2.5% and socioeconomically disadvantaged students decreased 2.6%
- YHS CAASPP ELA and Math Scores for all students increased 1.38% and remained at 0.0% for Math, for hispanic students increased 1.69% in ELA, and SED increased 1.51% in ELA and remained at 0.0% for Math
- Percentage of YHS students being College and Career Prepared for all students decreased 0.6%, EL maintained at 0% prepared, hispanic students decreased 0.1% with 0.7% prepared, homeless students maintained at 0% prepared, and socioeconomically disadvantaged decreased 0.7% with 0.6% prepared

Responsive Actions in the LCAP

In light of the 2024 California School Dashboard and local performance data, MUHSD has developed a comprehensive set of response actions within the LCAP to both build upon current successes and address persistent areas of need. These actions are data driven and reflect a strong commitment to equity, continuous improvement, and inclusive access for all students.

Closing Achievement Gaps for All Students with Prioritizing English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities: MUHSD is prioritizing targeted academic interventions and instructional improvements to address persistent performance gaps in English Language Arts and Mathematics. This includes expanding interventions, implementing universal screening and benchmark assessments, providing structured academic support periods, and enhancing professional development in special populations strategies, Deeper Learning, UDL, and differentiated instruction. Increased collaboration between general and special education staff, as well as family engagement, will further support student success.

Expanding Access to College and Career Readiness Opportunities: To build on gains in CTE completion, AP pass rates, and dual enrollment, the district is scaling up career pathway programs, especially for underserved student groups. Efforts include expanding paid

internships, increasing access to dual enrollment, and strengthening industry and community partnerships. Advisory committees and peer learning opportunities will help ensure alignment between instruction and workforce needs.

Strengthening Support Systems through MTSS, Wellness, and Equity-Focused Practices: MUHSD is deepening its implementation of Multi-Tiered Systems of Support to provide holistic support across academic, behavioral, and social-emotional domains. The seven-period day structure enhances student access to electives, interventions, and mental health resources. All sites are implementing Tier 1 Character Strong social-emotional learning support curriculum. The district is also addressing disparities in discipline and dropout rates through restorative practices, early warning systems with data monitoring, and proactive student engagement strategies.

MUHSD expended the Learning Recovery Emergency Block Grant (LREBG) for 2025-26.

Reflections: Technical Assistance

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

For the 2024-25 school year, MUHSD was in Differentiated Assistance for English Learners (EL) and Students with Disabilities (SWD) for performing in the lowest indicator for Math and ELA State test scores and the new 2023 Dashboard Indicator, College and Career Indicator. YHS was in ATSI for the 2023 Dashboard performance in the lowest indicators for Socioeconomically Disadvantaged (SED) students in ELA, math and CCI. Sequoia High School was in CSI for the lowest status for suspension rates.

For the 2025-26 school year and from the 2024 Dashboard indicators, MUHSD is in Differentiated Assistance for Students with Disabilities (SWD) for Pupil Achievement, performing the lowest on both English Language Arts (ELA) and Math tests, and Outcomes in a Broad Course of Study, having red on the College and Career Indicator. YHS is in ATSI again for the 2024 Dashboard performance in the lowest indicators for Socioeconomically Disadvantaged (SED) students.

MUHSD has worked with Merced County Office of Education to complete a needs assessment, root analysis, and began developing actions for the 2025-26 school year. With the work done with MCOE, the district and site staff created next steps to improve students' success in these areas. The following actions were created with the DA work supported by MCOE in 2023-24:

Action 1.4, "Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support SPED with a focus on full inclusion" was added to support SWD and improve their performance.

Action 1.7, "Counseling departments and SPED teams will monitor CTE Completers, SPED failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities, career interest forms, and IEP accommodations." was developed to support Students With Disabilities College and Career Readiness.

In 2024-25, MCOE supported MUHSD in updating protocols and strengthening the Transition Plan for SWD. Drafted next steps to improve SWD pupil achievement and outcomes in a broad course of study:

Create a process for establishing, implementing, and monitoring SWD transition plans

Change the notes page of the IEP to include information and discussion on CCI and Pathway completion

Rethink master schedule and staff support; refocus on supporting CTE courses and SWD placement
More training for understanding graduation requirements and transition planning in general for special education students.
Case managers attend the CTE walk during freshmen skills class
Support for CTE intentional planning and follow through outside and inside the classroom leads to review student data

YHS have introduced their program improvement work to their SSC and ELAC teams and staff. They have incorporated their actions into their SPSA and LCAP Equity Multiplier goals. Staff emphasized the importance of increasing real-world learning opportunities and certifications, which influenced our commitment to expanding CTE pathways and job readiness programming. Parents and families expressed a desire for stronger communication about available supports and clearer pathways to postsecondary success, which led to our focus on improving outreach, family engagement, and access to industry-recognized credentials. Students shared that hands-on learning and support with employment skills were most meaningful to them, reinforcing the need to expand internships and career preparation experiences. Input from School Site Council members and district leaders underscored the importance of tracking outcomes and aligning efforts with labor market needs, which informed our emphasis on data collection and developing measurable benchmarks for student progress. Together, this collective feedback helped prioritize actions that support both equity and college and career readiness.

Mid-year, YHS and district SPED department will report on their progress in improving on their low performing and program improvement to the District Leadership Team. In the LCAP annual updates, summaries of progress and narratives on the services and programs that were implemented will be incorporated in the plan.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were eligible for comprehensive support and improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Classified Union and Employees (Local bargaining unit of the LEA and other school personnel)	During the development of the 2025-26 MUHSD LCAP, MUHSD engaged Classified Union and employees in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments of members from the Classified Union and employees. An informative email was sent with a feedback survey. Meeting in-person and virtual: March 6, 2025
District English Learner Parent Advisory Committee (DELAC)	During the development of the 2025-26 MUHSD LCAP, MUHSD engaged the District English Learner Parent Advisory Committee in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a virtual meeting to solicit the recommendations and comments of members of the district's DELAC. An ELD survey was also sent to parents in Spring 2025. Virtual meeting: March 11, 2025
Students	During the development of the 2025-26 MUHSD LCAP, MUHSD met with students to solicit the recommendations for new actions and metrics. An informative email was sent with a feedback survey. Meetings: BCHS in-person: March 10, 2025 GVHS in-person: March 12, 2025
Certificated Union and Employees (Local bargaining unit of the LEA and teachers)	During the development of the 2025-26 MUHSD LCAP, MUHSD engaged Certificated Union and teachers in meaningful engagement,

Educational Partner(s)	Process for Engagement
	<p>comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments of members from the Certificated Union and teachers. An informative email was sent with a feedback survey. Meeting in-person and virtual: March 25, 2025</p>
Families (Parents)	<p>During the development of the 2025-26 MUHSD LCAP, MUHSD engaged families in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments from families. Meetings: Site LCAP Meetings in-person: Fall 2024 - each site held two LCAP meetings to inform, collaborate, and engage educational partners for feedback on their site's and district's goals. MUHSD LCAP Programs and Supports Fair held at BCHS on March 18, 2025 and MHS on April 1, 2025</p>
Community	<p>During the development of the 2025-26 MUHSD LCAP, MUHSD engaged community members in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments from families. Meetings: MUHSD LCAP Programs and Supports Fair held at BCHS on March 18, 2025 and MHS on April 1, 2025 MUHSD LCAP Public Board Meeting on June 3, 2025</p>
Principals and Administrators	<p>In the fall 2024, principals and administrators reviewed the district's mission, vision, superintendent goals, and the district's LCAP goals at the MUHSD Administration Welcome Back meetings. The district's LCAP feedback form was emailed to principals and administrators in March 2025 eliciting feedback on the goals, actions, metrics, key areas of focus, and information gathered from educational partners' meetings. Principals and District departments presented to cabinet on their progress on their data in December 2024.</p>

Educational Partner(s)	Process for Engagement
Parent Advisory Meetings	<p>In the spring 2025, each site held a meeting with parents, at least two students, staff and community members to review the MUHSD LCAP planned goals, elicit feedback, and facilitate alignment between the school site and district-level goals for the 2025-26 Annual LCAP.</p> <p>Meetings: AHS: May 21, 2025 BCHS: April 14, 2025 ECHS: May 15, 2025 GVHS: March 18, 2025 LHS: April 29, 2025 MHS: March 26, 2025 SHS: May 8, 2025 YHS/IHS: March 27, 2025</p>
Equity Multiplier Sites	<p>IHS, SHS, and YHS are receiving Equity Multiplier funds and consulted with educational partners, specifically, in the development of the required focus goal, actions, and metrics.</p> <p>In-person Meetings: Parent involvement in the creation of goals takes place through presentation at School Site Council and English Learner Advisory Committee meetings. Parents are also surveyed for their input. Goals are presented to student advisory groups for input and the SSC also consists of student representatives. Staff involvement takes place during general site staff meetings and through specific staff groups such as the site Intervention Team.</p>
District and COE Special Education Administrators	<p>In the spring of 2025, special education administrators and site staff developed actions and metrics for SWD in Educational Services and MCOE DA meetings.</p> <p>On May 30, 2025, MUHSD met with the MCOE SELPA to solicit the recommendations and comments for SWD on the actions developed by MUHSD's team for the 2025-26 Annual LCAP.</p>

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

Educational partners across MUHSD shared consistent priorities for enhancing student learning, safety, well-being, and future readiness. Students want more engaging, real-world education: hands-on electives, project-based learning, and required courses that build life skills

such as applying for jobs, managing finances, understanding ethics, and preparing for college and careers. There's strong interest in increasing access to dual enrollment, internships, and CTE while ensuring students fully understand their choices and the consequences—especially concerning cost and college credit. This supports MUHSD's LCAP goal one, College and Career Readiness.

Many students and staff advocated for better behavior management, more proactive interventions, and equitable enforcement of rules. They raised concerns about vaping, crowding in bathrooms, a lack of hygiene among some students, and the need for consistent discipline, suggesting tools like bathroom cameras, vape detectors, and clear consequence structures. Due to the implementation of a new Cell Phone Policy, cell phone use was another major theme, with support for stricter enforcement and use of tools like GoGuardian to reduce classroom distractions. At the same time, others emphasized the need to let students listen to music to focus better and expressed frustration with teachers who assign work without explaining it clearly or who dominate work time with talking. Safety was discussed broadly, encompassing both physical and emotional wellbeing. Suggestions included more campus supervision, better communication systems, higher fences, ID systems for faster crisis response, mental health training for paraeducators, and access to licensed counselors. Partners praised MUHSD's innovation in safety but asked for continued focus on restorative practices, school resource officers, and student-staff trust. Emotional health was flagged as a long-term concern post-COVID, with students noting changes in motivation, anxiety, and social behavior. This feedback supports MUHSD's LCAP goal two, School Climate and Culture, and the actions listed in the annual update.

Respondents highlighted the importance of increasing student voice in decision-making, through more forums, surveys, and leadership opportunities, and improving communication between students, staff, and administration. They asked for digital suggestion boxes, better outreach about support programs (like food pantries and Cougar Closets), and transparency around scheduling, credits, and behavior policies. Teachers and staff requested more clarity on what's happening across schools and a system for staff to flag when a student may need support. Equity concerns were raised, including challenges around name aliases in Aeries, behavioral bias, and ensuring all students, especially Foster Youth, English Learners, and students with 504s. Smaller class sizes and more one-on-one instruction, especially for English Learners and students who are far below grade level, were frequently mentioned, along with a need for structured literacy supports, scaffolding, and multilingual resources. This feedback supports MUHSD's LCAP goal three, Equitable Access, and goal four, Recruit and Retain Effective, Engaged, and Innovative Staff, and the actions listed in the annual update.

The Merced Black Parallel School Board, a community group supporting the African American students, recommended: 1) Hire African American teachers and counselors in the same percentage as the African American student population; 2) Develop a position for and hire an African American Community Outreach specialist; 3) Increase the enrollment in the math and ELA in-class academic program or way to change the use of class time to fast-track learning for African American students who are behind; 4) Transportation for Low Income Students for Support Services MUHSD and sites will provide access to public transportation for students from their school site to off-site community educational, behavioral, and emotional support services; and 5) Significantly reduce discipline disparities. The MBPSB LCAP recommendations for MUHSD aim to address disparities and improve outcomes for African American students.

For sites receiving Equity Multiplier funds, each school engaged its educational partners in reviewing relevant data to identify needs and shape goals. At Sequoia High School, partners were presented with associated data to build awareness of student needs and begin developing goals; however, site-specific priorities are still being refined. At Yosemite High School, the Equity Multiplier focus goal was directly shaped by the consultation process. Staff emphasized increasing real-world learning opportunities and certifications, influencing our commitment to expanding CTE pathways and job readiness programming. Parents and families requested stronger communication about available supports and clearer pathways to postsecondary success, leading to a focus on improved outreach, family engagement, and

access to industry-recognized credentials. Students expressed that hands-on learning and employment skill support were most meaningful, reinforcing the need to expand internships and career preparation experiences. Input from School Site Council members and district leaders underscored the importance of tracking outcomes and aligning with labor market needs, informing our emphasis on data collection and measurable benchmarks for student progress. At Independence High School, feedback was to focused getting student engaged, college and career ready, and supporting students needs. Collectively, this feedback process is prioritizing the goal and actions that support equity, college readiness, and career preparation for students and sites generating Equity Multiplier funds.

Finally, appreciation was expressed for what MUHSD is already doing well, especially in offering opportunities and resources to prepare students for their future. Staff highlighted existing strengths such as access to literacy coaching, EL-specific professional development, college partnerships, and innovation in student engagement. At the same time, they emphasized that continued investment is needed to expand programs, respond to behavioral shifts post-COVID, and support all students in becoming academically successful, socially responsible, and emotionally resilient members of their communities that you will see throughout this LCAP Annual Update.

The adopted LCAP for MUHSD was shaped by extensive feedback from students, families, community members, and advisory groups. As you read through the 2025-26 LCAP goals, actions, and metrics, educational partners' feedback is integrated throughout the plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and Career Readiness: MUHSD students will acquire the skills necessary to develop and pursue post-secondary goals.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MUHSD developed the goal of College and Career Readiness to ensure that all students are equipped with the essential skills and knowledge needed to successfully navigate post-secondary education and career paths. This goal highlights the importance of practical, real-world education and student-centered learning opportunities. By focusing on college and career readiness, the MUHSD aims to provide students with diverse class offerings, hands-on training, and work-based learning opportunities that align with their career interests and goals. Additionally, this goal addresses the need for robust support systems, including tutoring, career counseling, and mental health services, to help students overcome challenges and achieve their full potential. Ultimately, this goal is to prepare students not only academically but also socially and emotionally, fostering a well-rounded foundation for their future success.

The measures listed below facilitate the monitoring and tracking of student performance at the high school level and allow the district and sites to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American, English Learners, Hispanics, Homeless, Foster Youth/unaccompanied minors, socioeconomically disadvantaged students, and students with disabilities. The actions are grouped together under Goal 1 to ensure all students will have ample opportunities to access college and career readiness opportunities and become life ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met or Standard Exceeded on CAASPP ELA	39.91% of Students Met or Exceeded Standards (2023)	41.60% of Students Met or Exceeded Standards (2024)		45% of Students Met or Exceeded Standards	Increase of 1.69%
1.2	CAASPP ELA Scores	39.91% of Students Met or Exceeded Standards (2023)	41.60% of Students Met or Exceeded Standards (2024)		45% of Students Met or Exceeded Standards	Increase of 1.69%
1.3	Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met or Standard Exceeded on CAASPP Math	10.82% of Students Met or Exceeded Standards (2023)	10.53% of Students Met or Exceeded Standards (2024)		20% of Students Met or Exceeded Standards	Decrease of 0.29%
1.4	CAASPP Math Scores	10.82% of Students Met or Exceeded Standards (2023)	10.53% of Students Met or Exceeded Standards (2024)		20% of Students Met or Exceeded Standards	Decrease of 0.29%
1.5	District Assessments in math and English	Math 3rd Q Benchmark IM A 29% IM B 41% IM 1 63% IM 2 48% IM 3 45% (2024) English 3rd Q Benchmark English I 43% English II 58% English III 46% English IV 50% (2024)	Math 3rd Q Benchmark IM A 37% IM B 34% IM 1 61% IM 2 51% IM 3 49% (2025) English 3rd Q Benchmark English I 48% English II 59% English III 51% English IV 56% (2025)		Math 3rd Q Benchmark IM A 40% IM B 55% IM 1 70% IM 2 70% IM 3 70% English 3rd Q Benchmark English I 65% English II 65% English III 65% English IV 65%	IM A increased 8% IM B decreased 7% IM 1 decreased 2% IM 2 increased 3% IM 3 increased 4% English 3rd Q Benchmark English I increased 4% English II increased 1% English III increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English IV increased 6%
1.6	CAST Scores	18.78% of Students Met or Exceeded Standards (2023)	17.40% of Students Met or Exceeded Standards (2024)		25% of Students Met or Exceeded Standards	Decreased 1.38%
1.7	School sites will meet State and local assessments and survey(s) completion percentage requirements	CAASPP - 96% CAST - 96.49% ELPAC - 97.3% English Benchmark - 94.6 % Panorama - 81.95% Math Benchmark - 94.3% (2023-24)	CAASPP - 98.67% CAST - 98.31% ELPAC - 95.21% English Benchmark - 94.62% Panorama - 81.95% Math Benchmark - 96.5% (2024-25)		CAASPP - 96% CAST - 96% ELPAC - 100% English Benchmark - 96% Panorama - 96% Math Benchmark - 96%	CAASPP increased 2.67% CAST increased 1.82% ELPAC decreased 2.09% English Benchmark unchanged Panorama unchanged Math Benchmark increased 1.2%
1.8	Percentage of pupils "prepared" on the College/ Career Indicator	36.6% prepared (2023)	38.2% prepared (2024)		50% prepared	Increase of 1.6%
1.9	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.	54.5% (2023)	57.1% (2024)		65%	Increase of 2.6%
1.10	A-G Course Completion Rate	29.5% (2023)	27.5% (2024)		40%	Decrease of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and a career technical education sequence.	21.7% (2023)	21.8% (2024)		35%	Stayed consistent
1.12	Percentage of students who have passed an advanced placement examination with a score of 3 or higher	40.25% (2023)* *Error in the 2024 LCAP. 28.99% was incorrect.	52.42% (2024)		40%	Increased 12.17%
1.13	CAASPP ELA and Math Scores for students with disabilities (SWD)	Students Met or Exceeded Standards (2023) English 6.09% Math 1.42%	Students Met or Exceeded Standards (2024) English 5.79% Math 1.09%		Students Met or Exceeded Standards English 10% Math 5%	English decreased 0.3% Math decreased 0.33%
1.14	CAASPP ELA and Math Scores for EL students	Students Met or Exceeded Standards (2023) English 3.92% Math 0.72%	Students Met or Exceeded Standards (2024) English 2.98% Math 1.33%		Students Met or Exceeded Standards English 10% Math 5%	English decreased 0.94% Math increased 0.61%
1.15	Percentage of EL students who are College and Career Prepared	8.6% prepared (2023)	13.8% prepared (2024)		25% prepared	Increased 5.2%
1.16	Percentage of students with disabilities who are College and Career Prepared	7.7% prepared (2023)	8.2% prepared (2023)		25% prepared	Increased 0.5%
1.17	Percentage of AHS students with disabilities	5.7% prepared (2023)	7.5% prepared (2023)		25% prepared	Increased 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who are College and Career Prepared					
1.18	AHS CAASPP ELA Scores for Hisp, SED, and SWD subgroups	Students Met or Exceeded ELA Standards (2023) Hisp 36.25% SED 34.83% SWD 4.69%	Students Met or Exceeded ELA Standards (2024) Hisp 40.99% SED 39.27% SWD 12.31%		Students Met or Exceeded ELA Standards Hisp 50% SED 50% SWD 25%	Hispanics increased 4.74% SED increased 4.44% SWD increased 7.62%
1.19	Percentage of BCHS students with disabilities who are College and Career Prepared	6.4% prepared (2023)	12.2% prepared (2024)		25% prepared	Increased 5.8%
1.20	Percentage of ECHS EL students and students with disabilities who are College and Career Prepared	Prepared (2023) EL 7% SWD 6.1%	Prepared (2024) EL 22.5% SWD 8.1%		Prepared EL 25% SWD 25%	EL increased 15.5% SWD increased 2.0%
1.21	GVHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) 10.72%	Students Met or Exceeded Math Standards (2024) 11.62%		Students Met or Exceeded Math Standards 25%	Increased 0.9%
1.22	Percentage of LHS EL students who are College and Career Prepared	8.5% prepared (2023)	18.4% prepared (2024)		25% prepared	Increased 9.9%
1.23	LHS CAASPP ELA Scores for EL and SED subgroups	Students Met or Exceeded ELA Standards (2023) EL 5.41% SED 40.43%	Students Met or Exceeded ELA Standards (2024) EL 2.0% SED 32.17%		Students Met or Exceeded ELA Standards EL 15% SED 50%	EL decreased 3.41% SED decreased 8.26%
1.24	MHS CAASPP Math Scores for all students	Students Met or Exceeded Math Standards (2023)	Students Met or Exceeded Math Standards (2024)		Students Met or Exceeded Math Standards	All students decreased 2.76% EL unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and EL, Hisp, SED, and SWD subgroups	All students 14.16% EL 0% Hisp 12% SED 10.86% SWD 0%	All students 11.40% EL 0% Hisp 8.68% SED 6.7% SWD 2.44%		All students 20% EL 10% Hisp 20% SED 20% SWD 10%	Hisp decreased 3.32% SED decreased 4.16% SWD increased 2.44%
1.25	MHS CAASPP ELA Scores for EL and SWD subgroups	Students Met or Exceeded ELA Standards (2023) EL 7.69% SWD 3.70%	Students Met or Exceeded ELA Standards (2024) EL 5.17% SWD 2.44%		Students Met or Exceeded ELA Standards EL 15% SWD 10%	EL decreased 2.52% SWD decreased 1.26%
1.26	Percentage of MHS EL students who are College and Career Prepared	6.8% prepared (2023)	4.8% prepared (2024)		25% prepared	Decreased 2.0%

Goal Analysis [2024-25]

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

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

During the 2024-25 implementation of the LCAP, MUHSD made notable progress in preparing students for post-secondary success, particularly through its strong focus on College and Career Readiness (CCR). The district continued to offer a comprehensive Career Technical Education program, which included 35 pathways and 117 courses. Among the Class of 2024, 1,635 students completed at least one CTE pathway, 1,327 earned CTE certifications, and 730 students obtained college credits. These efforts contributed to an increase in the district's overall College and Career Indicator from 36.6% in 2023 to 38.2% in 2024. English Learners (ELs) and students with disabilities (SWDs) demonstrated significant improvement in CCR, with ELs increasing by 5.2% and SWDs by 0.5%. Several school sites reported even stronger gains: ECHS saw a 15.5% increase in CCR for ELs, LHS increased 9.9%, and AHS, BCHS, and ECHS reported gains for SWDs. In addition, Advanced Placement pass rates rose by 12.17%, with over 52% of students earning scores of 3 or higher, further showcasing the district's success in expanding rigorous academic opportunities.

Despite these successes, MUHSD experienced notable challenges in addressing achievement gaps in English Language Arts (ELA) and mathematics. District-wide CAASPP math scores decreased slightly to 10.53% of students meeting standards. ELs saw a 0.94% decrease in ELA scores, while math increased by just 0.61%. SWDs declined by 0.3% in ELA and 0.33% in math. Some sites, such as MHS and LHS, experienced more significant drops. At MHS, ELs had 0% meeting standards in math, and ELA scores decreased by 2.52%; SED and

Hispanic students also showed declines in both subjects. LHS saw a 3.41% drop in ELA scores for ELs and an 8.26% drop for SED students. These declines indicate that while CCR initiatives were effectively implemented, actions aimed at raising academic performance in core subjects did not achieve the intended results across all student groups. The gap between planned and actual outcomes suggests a need for more targeted and consistent implementation of instructional interventions and academic support systems.

However, there were bright spots in academic performance at the site level. AHS showed growth across all major subgroups in ELA, including a 7.62% increase for SWDs. GVHS reported a 0.9% increase in math performance. These gains highlight that when targeted strategies are applied effectively at the school level, improvements are achievable. The overall implementation in 2024 demonstrates MUHSD's continued strength in career readiness and post-secondary preparation but also reveals ongoing challenges in academic equity and achievement. To address these issues, the district will need to build on its College and Career Readiness successes while deepening academic interventions, especially for ELA and math with priorities in ELs, SWDs, and socioeconomically disadvantaged students.

MUHSD successfully implemented all planned actions under Goal One, with no significant deviations between the intended actions and their actual execution. Despite this, the district continues to encounter challenges in fully preparing all students for college and career readiness. As a secondary-only district, MUHSD lacks access to comprehensive K–12 student data within its Student Information System, which limits vertical alignment in curriculum, instructional practices, and professional development between feeder schools and ninth grade. CAASPP scores in both English Language Arts and mathematics remain below the state average overall and for most student subgroups, with many students entering high school below grade level. Balancing the demands of successful programs like CTE, Advanced Placement, and dual enrollment remains complex due to factors such as school size, class size limitations, teacher credentialing, and the need for alignment with postsecondary requirements. To fulfill its mission of ensuring all students graduate with a diploma, CTE certification or proficiency, and college credit, MUHSD must continue to strengthen partnerships with industry and higher education institutions to expand equitable access to work-based learning and dual enrollment opportunities across all CTE pathways.

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.

Student Academic Performance, Unduplicated Academic Performance, & EL Student Academic Performance had differences in Budgeted Expenditures and Estimated Actual Expenditures. Academic performance overall expended \$3,973,526.96 and budgeted \$4,247,738.66, which is a decrease in overall spending for academic performance. Over three million dollars were expended for academic supports that had a heavier focus on EL (Action 1.5) and unduplicated (Action 1.4) students, rather than the overall general population. Hence the discrepancies with 1.4 and 1.5 actions have more funds expended.

Action 1.1 planned expenditures were \$3,774,192.00 and estimated actuals were \$2,642,994.14.

Action 1.4 planned expenditures were \$258,298.18 and estimated actuals were \$718,650.06.

Action 1.5 planned expenditures were \$215,248.48 and estimated actuals were \$611,882.76

Student College and Career Readiness, EL Students College and Career Readiness, & Unduplicated College and Career Readiness were more balanced after carry-over was added to these actions.

Action 1.2 planned expenditures were \$5,275,261.62 and estimated actuals were \$5,253,963.03

Action 1.6 planned expenditures were \$456,420.00 and estimated actuals were \$496,453.61.

Action 1.7 planned expenditures were \$567,704.00 and estimated actuals were \$588,170.29.

Advanced Placement Opportunities increased in expended than the budgeted amount. There was an increase in funds utilized for books, supplies, and student fees this year and after carry-over was added to this action, funds budgeted and expended were similar in estimate. Action 1.3 planned expenditures were \$230,000.00 and estimated actuals was about \$223,369.32.

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

Goal 1: College/Career Readiness

Action 1.1: Strengthening Standards-Based Instruction and Subgroup Academic Support

The district is continuing to enhance instructional coherence by developing curricular alignment and course guides to ensure that standards-based content is consistently delivered across all core courses. Local, common assessments and curriculum guides will be utilized to drive data-informed instruction and support teacher collaboration. Particular focus will be placed on improving academic performance for English Learners (EL), Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities (SWD). Supports will be strategically targeted to improve English Language Arts outcomes for EL, Hispanic, Homeless, SED, and SWD students, and mathematics achievement for Hispanic, Homeless, SED, and SWD subgroups. These efforts include ongoing implementation of standards-based curriculum, essential instructional strategies, and student-centered pedagogy. Local benchmarks in ELA and math were administered to inform instruction, and curriculum updates are underway for science. The benchmarks have shown improvements, indicating effectiveness, and MUHSD sustained professional development.

Action 1.2 District-Level Supports for College/Career Readiness, 1.6 EL Students College and Career Readiness, 1.7 Unduplicated College and Career Readiness and site Red Indicators, actions 1.8 - 1.17

MUHSD has continued to provide robust district-level and site-based supports to ensure high-quality instruction aimed at college and career readiness. MUHSD continues to implement a seven-period day, originally adopted in 2017, to provide increased access to college and career courses for all students, including EL and SWD), who benefit from additional elective opportunities alongside their support classes. The district has demonstrated substantial success in college and career readiness. In 2024, the percentage of students classified as "prepared" on the College/Career Indicator (CCI) increased from 36.6% in 2023 to 38.2%. Among subgroups, English Learners increased by 5.2%, and students with disabilities improved by 0.5%. Notable school-level gains include a 15.5% increase in EL college and career preparedness at ECHS and a 9.9% increase at LHS. Additionally, 1,635 students from the Class of 2024 completed at least one CTE pathway, 1,327 earned CTE certifications, and 730 earned college credits.

Despite these gains, challenges persist. CAASPP scores remain below the state average in both ELA and math, particularly for ELs, SWD, and socioeconomically disadvantaged students. MHS, for instance, reported a 0% math proficiency rate for ELs. Balancing access to AP, dual enrollment, and CTE coursework remains a logistical challenge due to school size, credentialing limitations, and classroom capacity. To address ongoing achievement gaps, MUHSD recognizes the need to expand tiered academic supports and personalized college preparation resources. The district is increasing awareness among educational partners about the updated CCI metrics and strengthening alignment with middle school feeder data, revising Freshman Seminar to incorporate college and career planning, and continuing to partner with Merced College for dual enrollment across all CTE pathways.

Action 1.3 Advanced Placement Opportunities

MUHSD continues to prioritize Advanced Placement (AP) access and success as part of its broader commitment to college and career readiness. AP teachers are supported through routine, high-quality professional development and opportunities for collaboration within their subject areas to strengthen instructional practices and align to College Board expectations. In support of equitable access, the district offers two AP exam fee waivers to all students and fully covers AP exam costs for students identified as current or former foster youth and English Learners (including Long-Term English Learners). These efforts aim to reduce financial barriers and increase participation among historically underserved populations.

Despite these supports, MUHSD's AP pass rate has faced challenges in recent years, dropping from 51.27% in 2020 to 28.99%. However, the most recent data for 2024 shows promising improvement, with AP pass rates rising by 12.17%, bringing the percentage of students scoring a 3 or higher to 52.42%. This recovery reflects the district's sustained investment in teacher training, exam support, and student outreach.

Moving forward, it is critical that counselors, administrators, and district staff continue to actively identify and support unduplicated students, specifically foster youth, ELs, and socioeconomically disadvantaged students, in enrolling in AP courses. This includes proactive course planning, academic interventions, and personalized encouragement to ensure equitable representation and success in AP programs. With continued focus on both instructional quality and inclusive access, MUHSD aims to sustain and build upon these recent gains in AP performance and opportunity.

Action 1.4 Unduplicated Academic Performance, Action 1.5 EL Student Academic Performance

MUHSD continues to prioritize instructional resources and targeted supports for unduplicated students. The district implemented co-teaching training to support SWD across content areas and strengthened services for Foster Youth, including quarterly forums, grade reflections, and mentoring. CAASPP data reflects some progress: ELA scores for Foster Youth increased from 0% to 18.8%, and SWD at AHS improved by 7.62%. Math scores for students with IEPs remained relatively stagnant, though BCHS and ECHS each reported a 2.0% increase in CCI for SWD. These gains suggest that districtwide supports such as Math 180, EL-focused PD, and expanded counseling services are yielding positive outcomes.

While MUHSD maintains its leadership in college and career readiness, these actions will continue to evolve to meet the demands of future educational standards. The district aims to build on these foundations as it plans for 2030, ensuring all students graduate college and career ready.

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

Following a comprehensive review and reflection on prior-year implementation and spending patterns, several adjustments were made for the upcoming year. These changes reflect a realignment of budgeted expenditures to better support programmatic needs, improve alignment with actual spending trends, and enhance the effectiveness of each action.

Action 1.1 experienced a decrease in funding from \$3,774,192.00 in 2024–25 to \$2,251,367.93 in 2025–26, reflecting a strategic reallocation of resources based on analysis of cost-efficiency and impact in prior implementation.

Action 1.2 saw a decrease from \$4,775,261.62 to \$3,186,260.62, indicating a refinement of scope and resource use based on actual performance and outcomes data.

Action 1.3 was adjusted downward from \$130,000.00 to \$120,468.00, representing a more accurate projection of necessary expenditures.

Action 1.4 was increased significantly from \$258,298.18 to \$1,029,937.62, bringing the budget in closer alignment with actual 2024–25 spending and demonstrating a strengthened investment in effective strategies.

Action 1.5 also saw an increase from \$215,248.48 to \$182,670.49, again more closely aligning with previous spending patterns and anticipated need.

Action 1.6 was increased from \$56,420.00 to \$326,072.08, reflecting enhanced emphasis and expanded efforts in the areas supported by this action.

Action 1.7 experienced an increase from \$67,704.00 to \$367,720.79, driven by the identification of greater programmatic need and successful outcomes in the previous year.

These budgetary shifts underscore the district's commitment to continuous improvement and data-driven decision-making, ensuring that resources are strategically deployed to support student outcomes and organizational goals.

No changes were made to the planned goal, metrics, target outcomes, and actions

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	Student Academic Performance	The district will develop curricular alignment and course guides to ensure standards-based content is covered in core courses. Local, common assessments, and curriculum guides will be used to drive instruction. A focus for student academic performance will be for EL, Hispanic, Homeless, SED, and SWD subgroup population supports in ELA and overall, Hispanic, Homeless, SED, and SWD subgroups support and performance for math. Metrics 1.1-1.6	\$2,250,917.99	Yes
1.2	Student College and Career Readiness	Counseling departments will monitor CTE Completers and A-G progress using transcript review tools. All students should be placed in their pathway of their choice at their site with an emphasis on at-risk students. Sites will increase the number of students and aid students who are close to being eligible for UC and CSU admission through targeted activities. The district	\$3,186,260.56	Yes

Action #	Title	Description	Total Funds	Contributing
		will provide dual enrollment, industry certification, and work-based learning opportunities to prepare all students to be postsecondary and workforce ready. Metrics 1.8-1.11		
1.3	Advanced Placement Opportunities	AP teachers are supported through routine, high quality training and opportunities for collaboration with other teachers in their subject matter. The district will offer two Advanced Placement exam fee waivers to all students in order to support student participation. Students identified as current or former foster youth or as an English Language Learner (including LTELs) will have all of their exam fees waived. Counselors, administrators, and district staff need to support unduplicated students enrollment in AP classes. Metric 1.12	\$120,468.00	Yes
1.4	Unduplicated Academic Performance	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support unduplicated students with a focus on full inclusion. An emphasis will be on SPED students that are also EL, FY, and/or SED. MUHSD was in the red indicator for Students With Disabilities Academic Performance. This action addresses how the district will improve its performance. Metrics 1.1-1.6, 1.13-1.16	\$1,029,937.62	Yes
1.5	EL Student Academic Performance	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL with a focus on full inclusion. MUHSD was in the red indicator for EL Student Academic Performance. This action addresses how the district will improve its performance. Metric 1.14	\$913,352.45	Yes
1.6	EL Students College and Career Readiness	Counseling departments and EL site teams will monitor CTE Completers, EL failure rate in CTE courses, College Credit Opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are	\$326,072.08	Yes

Action #	Title	Description	Total Funds	Contributing
		close to being eligible for college and career readiness through targeted activities. MUHSD was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the district will improve its performance. Metric 1.14 and 1.15		
1.7	Unduplicated College and Career Readiness	Counseling departments and teams will monitor CTE Completers, failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities, career interest forms, and IEP accommodations. An emphasis will be EL, FY, and/or SED pupils that are also SWD. MUHSD was in the lowest indicator for Students With Disabilities College and Career Readiness. This action addresses how the district will improve its performance. Metric 1.15 and 1.16	\$367,720.79	Yes
1.8	AHS Students With Disabilities College and Career Readiness	AHS will complete transcript evaluations by counselors to ensure that students with disabilities have the opportunity to complete a pathway. The information will then be shared with case managers to make sure it aligns with the students' individualized transition plans. Atwater High School will look at the failure rate for SWD in CTE classes to prioritize classes where extra support might be needed. AHS was in the lowest indicator for Students With Disabilities College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.17	\$0.00	No
1.9	AHS Student Subgroups ELA Achievement	AHS counselors and administrators will use testing data (Reading Inventory, benchmarks, CAASPP) to ensure that students are placed in reading intervention courses (Read 180) if needed (9th and 10th grade). Atwater High School will create a schedule to maximize opportunities for additional staff support in English classes. AHS was in the red indicator for Hispanic students, SED, and SWD for ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.18	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	BCHS Students with Disabilities College and Career Readiness	BCHS will complete transcript evaluations that will emphasize student voice and choice followed closely by pathway completion to raise SPED CCI. This will be completed in collaboration with counselors and case managers. BCCHS was in the lowest indicator for Students with Disabilities College and Career Readiness . This action addresses how the school site will improve its performance. Metric 1.19	\$0.00	No
1.11	ECCHS EL Students and Students with Disabilities College and Career Readiness	ECCHS will complete transcript evaluations, including failure rate data, and support for students and teachers to increase CTE pathway completion. ECCHS was in the lowest indicator for EL Students and Students with Disabilities College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.20	\$0.00	No
1.12	GVCHS Students Math Achievement	GVCHS counseling department will ensure students are placed in math courses utilizing multiple measures including entry level placement tests, state and local assessment data, teacher feedback, and student/parent input. GVCHS was in the red indicator for Students Math Achievement. This action addresses how the school site will improve its performance. Metric 1.21	\$0.00	No
1.13	LCHS EL Students College and Career Readiness	LCHS counselors will identify students' needs through transcript evaluation and encourage correct placement so that students complete CCI criteria. Counselors will utilize academic planning to assist students in meeting CCI criteria. LCHS administrators will work with the Instructional Leadership Team to provide staff on CTE information. LCHS Guidance AP will maximize CTE offerings within the master schedule. LCHS was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.22	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	LHS EL and SED Students ELA Achievement	LHS will develop an EL support team that will utilize and disaggregate data to assist with planning training to increase EL instructional strategy use across the site. The counseling department at LHS will ensure proper placement of our EL students. Data will be utilized to ensure appropriate placement of EL students along with optimal utilization of our EL paraprofessionals in the classrooms. LHS will utilize benchmark data to drive supports for SED students in ELA. LHS was in the red indicator for EL and SED Students ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.23	\$0.00	No
1.15	MHS All Students and EL, Hisp, SED, and SWD Subgroups Math Achievement	MHS Counseling Department will ensure accurate and appropriate course placements for students based on placement tests, benchmarks and math growth measures. District benchmark data will also be used to drive PD with support strategies based on identified needs. MHS was in the red indicator for all students and EL, Hispanic, SED, and SWD Subgroups Math Achievement. This action addresses how the school site will improve its performance. Metric 1.24	\$0.00	No
1.16	MHS EL and SWD Subgroups ELA Achievement	MHS student test data will be used to determine appropriate placement for students in EL and SWD and to monitor student progress. Data driven discussions using local assessment data will be used to guide on-site professional development opportunities. MHS was in the red indicator for EL and SWD Subgroups ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.25	\$0.00	No
1.17	MHS EL Students College and Career Readiness	A transcript evaluation along with the completion of student's academic plans will be used to help plan and support EL students to increase CTE completion. This will be completed in collaboration with counselors and EL teachers. MHS was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.26	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Climate and Culture: MUHSD students will have a safe environment (emotional and physical), a community of supportive relationships, and a sense of belonging to engage in curricular and extracurricular activities.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

MUHSD developed the goal of enhancing School Climate and Culture to ensure that all students thrive in a safe, supportive, and inclusive environment. By fostering a positive school climate, the MUHSD and school sites aim to create a community where students feel cared for, respected, and connected, which is crucial for their overall well-being and academic success. A supportive environment encourages active engagement in both curricular and extracurricular activities, helping students develop socially and emotionally while also excelling academically. This holistic approach not only improves student outcomes but also builds a foundation for lifelong resilience and life readiness, preparing students to succeed beyond high school.

The measures listed below facilitate the monitoring of learning environments and facilities, as well as student and family engagement at the high school level and allow the district and sites to provide the necessary supports to students across all student groups with an emphasis on improving high school and postsecondary success for African American, English Learners, Hispanics, Homeless, Foster Youth/unaccompanied minors, socioeconomically disadvantaged students, and students with disabilities. The actions in this goal will ensure stronger student engagement that will extend to a deeper motivation to learn and progress in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average percentage for all sites Facility Inspection Tool (FIT) rating	90% (2023-24)	98.52% (2024-25)		100%	Increased 8.52%
2.2	Percentage of parents/guardians	13.9% (2023)	12.8% (2024-25)		40%	Decreased 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Average of all sites' Back-to-School Night family attendance)					
2.3	The number of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Number of MUHSD parents completing the California Healthy Kids Survey)	721 surveys submitted (2023-24)	558 surveys submitted (2024-25)		1000 surveys	Decreased 163
2.4	Percentage of parents rating "School allows input and welcomes parent contributions" as "Agree or Strongly Agree" on the California Healthy Kids Survey (connectedness and seeking parent input)	62% (2023-24)	71% (2024-25)		75%	Increased 9%
2.5	Percentage of parents/guardians rating communication	Teachers communicate with parents - 61%	Teachers communicate with parents - 68%		Teachers communicate with parents - 80%	Increased 7% Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meaningful and beneficial (CHKS - Very well and Just okay percentage).	Schools providing information to parents - 87% (2023-24)	Schools providing information to parents - 91% (2024-25)		Schools providing information to parents - 95%	
2.6	Annual percentage of average daily attendance at comprehensive high schools	93.36% (Fall 2023)	92.89% (Fall 2024)		96%	Decreased 0.47%
2.7	Percentage of chronically absent students (absent more than 10% of available days)	28.1% (2022-23)	26.7% (2023-24)		15%	Decreased 1.4%
2.8	Percentage of students suspended	3.1% (2022-23)	1.1% (2023-24)		2%	Decreased 2.0%
2.9	Percentage of students expelled	0.8% (2022-23)	0.3% (2023-24)		0.4%	Decreased 0.5%
2.10	Graduation Rate Percentage of 4-year cohort of students graduating	94.7% (2022-23)	94.7% (2023-24)		97%	Maintained
2.11	Drop-out rate Percentage of 4-year cohort of students dropping out of school	2.6% (2022-23)	3.4% (2023-24)		1.5%	Increased 0.8%
2.12	Safety plan implementation as measured by completion of safety activities and training included in plan.	100% (2023-24)	100% (2024-25)		100%	Maintained
2.13	Percentage of students completing the California	90% (2023-24)	76.8% (2024-25)		95%	Decreased 13.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Healthy Kids Survey for safety and school connectedness					
2.14	Percentage of students rating school safety as "safe or very safe" on the California Healthy Kids Survey	46% (2023-24)	51.5% (2024-25)		65%	Increased 5.5%
2.15	Percentage of students rating school connectedness as "agree or strongly agree"	47% (2023-24)	50% (2024-25)		65%	Increased 3%
2.16	Percentage of parents rating that school is a safe place for students that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	81% (2023-24)	83% (2024-25)		90%	Increased 2%
2.17	Percent of staff rating that school is a safe place for staff that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	83% (2023-24)	88% (2024-25)		90%	Increased 5%
2.18	Percentage of participation in extracurricular activities	75.05% (Fall 2023)	73.48% (Fall 2024)		85%	Decreased 1.57%
2.19	Percentage of participation in extracurricular activities broken down by subgroup populations	American Indian/Alaskan Native - 77.15% Asian - 75.35% Black/African American - 78.55% Hispanic/Latinx - 74.28%	American Indian/Alaskan Native - 82.09% Asian - 73.23% Black/African American - 69.41% Hispanic/Latinx - 73.24%		American Indian/Alaskan Native - 85% Asian - 85% Black/African American - 85% Hispanic/Latinx - 85%	American Indian/Alaskan Native - increased 4.94% Asian - decreased 2.12% Black/African American - decreased 9.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or more races - 77.63% White 75.8% (Fall 2023 - changed in data tracking and modified %'s)	Two or more races - 74.11% White 74.01% (Fall 2024)		Two or more races - 85% White 85%	Hispanic/Latinx - decreased 1.04% Two or more races - decreased 3.52% White - decreased 1.79%
2.20	Percentage of staff rating school connectedness as "agree or strongly agree" (supportive and inviting place for staff to work and collegiality among staff on the CHKS)	84% (2023-24)	87.5% (2024-25)		95%	Increased 3.5%

Goal Analysis [2024-25]

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

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

In the 2024-25 school year, Goal 2, which focuses on ensuring safe, inclusive, and engaging learning environments, was implemented in alignment with its planned actions. The district saw notable successes, particularly in facility maintenance and school safety, with the average Facility Inspection Tool rating increasing from 90% to 98.52%, demonstrating strong follow-through on physical site improvements. Additionally, school safety perceptions improved: 51.5% of students reported feeling “safe or very safe,” up 5.5% from the previous year, while staff ratings of school safety also rose by 5% to 88%.

MUHSD also achieved significant reductions in suspension and expulsion rates. The suspension rate dropped from 3.1% to 1.1%, and expulsions fell from 0.8% to 0.3%, highlighting the district’s efforts toward more restorative and inclusive discipline practices. However, student engagement and connectedness remained a challenge. Participation in extracurricular activities slightly declined overall from 75.05% to 73.48%, with larger decreases seen among Black/African American, -9.14%, Two or More Races, -3.52%, and Hispanic, -1.04% student groups. These declines suggest a need for more targeted outreach and culturally responsive engagement opportunities.

Parent engagement showed mixed results. While the percentage of parents rating the school as welcoming increased by 9% and communication quality also improved, actual participation in events and surveys declined. Back-to-School Night attendance dropped by 1.1%, and California Healthy Kids Survey submissions decreased by 163 surveys, pointing to a continuing need for innovative strategies to connect with families, especially among unduplicated groups. However, there was a 9% increase with parents indicating that the school

allows and welcomes input. Student attendance and engagement metrics were similarly concerning: average daily attendance dropped slightly by 0.47%, and the percentage of chronically absent students, while improved, remains high at 26.7%.

On a positive note, the graduation rate remained stable at 94.7%, though the dropout rate increased to 3.4%, underscoring the importance of early intervention and monitoring. The percentage of students and staff who reported feeling connected to their schools increased by 3% and 5% respectively, reflecting gradual progress in fostering a more inclusive school climate.

Overall, while implementation fidelity was strong, MUHSD must continue addressing safety, parent engagement, extracurricular equity, and student connectedness in the coming year to achieve the full intent of Goal 2.

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.

School Facilities only expended about half of the funds budgeted. Funds were used on facilities throughout MUHSD. Other Federal, State, and Local funds were used to support MUHSD facilities.

Action 2.1 planned expenditures were \$1,230,000.00 and estimated actuals were \$658,012.16.

Family and Community Input & Parental participation in programs for low income, English learner, foster youth students, and students with disabilities were more balanced after carry-over was added to these actions. These funds went towards increasing parent communication with electronic platforms and also salaries are included here. Raises were given to both classified and certificated this past school year.

Action 2.2 planned expenditures were \$1,282,676.67 and estimated actuals were \$1,245,497.94

Action 2.4 planned expenditures were \$456,420.00 and estimated actuals were \$496,453.61.

School Climate and Culture expended more funds than budgeted. Original budget was \$6,115,908.98 and increased to \$7,265,010.66 with the adjusted LCAP funding and carry-over funds from 2023-24. Main increases here were the salary increases for support staff and certificated staff to support school climate and culture.

Action 2.3 planned expenditures were \$7,265,010.66 and estimated actuals was about \$8,574,751.19.

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

The implementation of Goal 2—focused on improving school climate and culture—has shown mixed effectiveness, with clear progress in some areas and continued challenges in others.

Action 2.1 Facilities

Maintaining and supporting facilities have been highly effective. The average FIT (Facility Inspection Tool) score across all sites rose significantly from 90% to 98.52%, approaching the 100% target. This improvement indicates strong districtwide commitment to maintaining clean, safe, and functional learning environments, which lays a vital foundation for a positive school climate.

Action 2.2 Family and Community Input and 2.4 Parental participation in programs for low income, English learner, foster youth students, and students with disabilities

Family and Community Input has been less effective in achieving its intended outcomes for 2024-25. Although parent perceptions of school communication improved, evidenced by increases in the percentage of parents rating communication and school outreach as meaningful, teachers 7%, school communication 4%, actual family engagement declined. Attendance at Back-to-School Nights dropped slightly, 1.1%, and the number of parent surveys submitted fell by 163 responses. These declines suggest that while communication efforts are improving in quality.

Action 2.3 School Climate and Culture

School Climate and Culture had both successes and areas requiring improvement. School suspension and expulsion rates decreased substantially, pointing to more effective behavioral support and restorative practices. Students reporting a sense of safety increased by 5.5%, and staff also reported higher feelings of safety and connectedness, 5%. Student connectedness increased 3%, and student participation in extracurricular activities declined slightly overall 1.57%, including drops among key subgroups, particularly Black/African American students, 9.14%. Chronic absenteeism decreased by 1.4% but remains high at 26.7%, and average daily attendance fell slightly to 92.89%. Additionally, the percentage of students completing the California Healthy Kids Survey dropped by over 13%, reducing valuable insight into student well-being. The district's use of MTSS, increased focus on co-curricular opportunities, and investments in support personnel (nurses, health aides, campus safety, and social-emotional staff) appear to have contributed to improved behavioral outcomes and school safety. However, broader student engagement and connection—especially for unduplicated students—still requires targeted attention and strategic improvement.

In summary, while facilities and safety efforts have been highly effective and the groundwork for an inclusive culture is being laid, MUHSD needs to continue a focus on equitable student engagement, increase parent participation, and ensure that MTSS and climate strategies are consistently addressing the needs of all students across the district.

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.

There were no adjustments to the planned goal, metrics, target outcomes, and associated actions for the 2025–26 year for Goal 2. The following were made from reflection on implementation effectiveness and expenditure alignment from the 2024–25 cycle. These changes reflect a refined approach to better meet identified needs, improve fiscal efficiency, and align with observed outcomes.

Action 2.1 was reduced from \$1,230,000.00 in 2024–25 to \$600,403.20 in 2025–26, reflecting a scaled-back scope based on evaluation of impact and efficiency. This decrease supports a more focused implementation strategy while maintaining core objectives.

Action 2.2 was increased from \$282,676.67 to \$514,755.08, indicating a stronger investment in strategies that demonstrated high impact and effectiveness in prior years.

Action 2.3 was increased from \$6,115,908.98 to \$6,512,632.80, reflecting enhanced support for key initiatives and expanded implementation based on demonstrated success and evolving needs.

Action 2.4 was reduced from \$848,029.69 to \$514,755.08, aligning more closely with actual expenditures and program needs as observed during 2024–25.

These refinements were informed by a review of program performance, student outcomes, and resource utilization, with an emphasis on sustaining what works, scaling back where necessary, and adjusting financial planning to support continued improvement and goal attainment.

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	School Facilities	The district and sites will monitor and repair school facilities given appropriate funding based on the district’s project list and priorities. Metric 2.1	\$600,403.20	Yes
2.2	Family and Community Input	The district and sites will seek general and targeted family and community input through various advisory groups and digital communications tools supporting families with multiple languages. Metrics 2.2 - 2.5	\$514,755.08	Yes
2.3	School Climate and Culture	The district will adopt relevant, engaging curriculum that includes supports for unduplicated students, and sites will aid teachers in pedagogy development to support students in a broad course of study that incorporates supports for unduplicated students. Sites will increase school-connectedness through extra-curricular and co-curricular activities. MUHSD will enhance communication by showcasing site and district activities and programs. Sites will use MTSS, including data monitoring, to identify students who need interventions across all tiers and domains. Nurses, Health Aides, Social Emotional Support Staff, and Campus Safety Staff. Metric 2.6 - 2.19	\$6,512,632.80	Yes
2.4	Parental participation in programs for low income, English	The district and sites will seek general and targeted family and community input through various advisory groups and digital communications tools supporting multiple languages and parental participation for low income,	\$514,755.08	Yes

Action #	Title	Description	Total Funds	Contributing
	learner, foster youth students, and students with disabilities	English learner, foster youth students, and students with disabilities. MUHSD will collaborate with feeder schools for truancy, absenteeism, and family and community outreach. Metrics 2.2 - 2.5		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equitable Access: MUHSD students will have equitable access to develop academic, career, and social- emotional skills to maximize life-readiness opportunities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MUHSD has developed the goal of Equitable Access to ensure that all students, regardless of their background or circumstances, have the necessary opportunities to develop academic, career, and social-emotional skills. This goal addresses the need for fair and inclusive access to resources, support, and programs. By focusing on equitable access, MUHSD aims to level the playing field, providing every student with the tools and support they need to succeed. This includes targeted interventions for underperforming students, diverse educational pathways, and comprehensive support services to address social-emotional needs. Ensuring equitable access helps to eliminate barriers to success, promoting a more inclusive and supportive educational environment where all students can thrive and are prepared for future challenges and opportunities.

The measures listed below facilitate the monitoring of equitable access in the district and allows the district to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities. The actions in this goal will improve educational outcomes for all students, academically, technologically, culturally, and social-emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of sites that implement state board adopted academic content standards and curriculum	100% of sites (2023-24)	100% of sites (2024-25)		100% of sites	Maintained
3.2	Percentage of students that have sufficient access to standard-aligned instructional materials	100% (2023-24)	100% (2024-25)		100%	Maintained
3.3	Percentage of students that have access to a broad course of study as measured by analysis of the master schedules	100% (2023-24)	100% (2024-25)		100%	Maintained
3.4	Percentage of programs and services provided to Low Income and Foster Youth (unduplicated pupils)	100% of sites have access to programs and services provided to Low Income and Foster Youth (2023-24)	100% of sites have access to programs and services provided to Low Income and Foster Youth (2024-25)		100% of sites have access to programs and services provided to Low Income and Foster Youth	Maintained
3.5	Percentage of programs and services developed and provided to individuals with exceptional needs	100% of sites have access to programs and services developed and provided to individuals with exceptional needs (2023-24)	100% of sites have access to programs and services developed and provided to individuals with exceptional needs (2024-25)		100% of sites have access to programs and services developed and provided to individuals with exceptional needs	Maintained
3.6	Percentage of educational technology devices & software	100% students, staff, and classrooms are equipped with necessary technology equipment, access, and	100% students, staff, and classrooms are equipped with necessary		100% students, staff, and classrooms are equipped with necessary	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		software, as appropriate (2023-24)	technology equipment, access, and software, as appropriate (2024-25)		technology equipment, access, and software, as appropriate	
3.7	Percentage of ELD students reclassifying as Reclassified Fluent English Proficient (RFEP)	14.56% (2022-23)	16.22% (2023-24)		20%	Increased 1.66%
3.8	Percentage of EL students making progress toward English language proficiency	39.7% (2023)	29.8% (2024)		50%	Decreased 9.9%
3.9	Number of LTEL students	737 (2023-24)	921 (2024-25)		MUHSD will decrease the number of LTEL's by improving English language proficiency and reclassification rates	Increased 184
3.10	Percentage of programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of sites have access (2023-24)	100% of sites have access (2024-25)		100% of sites have access	Maintained
3.11	Percentage of ECHS EL students making progress toward English language proficiency	41.4% (2023)	37.9% (2024)		50%	Decreased 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Percentage of GVHS EL students making progress toward English language proficiency	19% (2023)	24.2% (2024)		35%	Increased. 5.2%
3.13	Percentage of the opportunity for MUHSD and a team to plan for student and school interactions	New Metric	100% (2024-25)		The team will create a plan and outline student and school interactions for positive student behaviors.	New Metric
3.14	The number of infants and toddlers and number of high school students working in the District Child Development Center	New Metric	Infants and Toddlers 22 High School Students 67 (Spring 2025)		The District Child Development Center will be utilized to support teen parents child care and Child Development Pathway work-based learning opportunities,	New Metric
3.15	Results of food quality student surveys measuring strongly agreed/delicious/yes and agreed/pretty good/stayed the same for food freshness, flavor, and cultural appropriateness.	Culturally Diverse Selection - 43.6% The Taste of Food - 38.4% and 46.6% It's Okay Meal Quality Increased - 74.8% (2023-24)	Culturally Diverse Selection - 51.5% The Taste of Food - 46.4% and 40.95% It's Okay Meal Quality Increased - 84.8% (2024-25)		Culturally Diverse Selection - 75% The Taste of Food - 75% Delicious/Pretty Good and It's Okay Meal Quality Increased - 75% Yes and Stayed the Same	Increased 7.9% Increased 2.35% Increased 10%
3.16	Percentage of transportation services provided to MUHSD students	New Metric	100% of students had access to transportation services per Board Policy (2024-25)		All students will have access to transportation services per Board Policy	New Metric

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.

During the 2024–25 academic year, MUHSD continued to maintain full implementation of foundational academic supports and access measures across all school sites. Actions under Goal 3 were carried out with strong fidelity, with most metrics either maintaining or improving from the baseline year. Key areas of success include universal access to standards-aligned curriculum, instructional materials, technology, and academic programs for unduplicated and special education student groups.

All sites (100%) consistently implemented state board-adopted academic content standards and curriculum (Metric 3.1), ensured sufficient access to instructional materials (3.2), and provided broad access to a course of study as demonstrated in master schedule analysis (3.3). Programs and services for Low Income, Foster Youth, and Students with Disabilities (3.4 and 3.5) remained fully implemented at 100% of sites. Additionally, all students, staff, and classrooms continued to have adequate access to technology and software (3.6), ensuring instructional equity and readiness for digital learning environments.

Despite these foundational successes, several implementation challenges emerged, particularly in outcomes related to English Learner (EL) progress. EL reclassification rates improved slightly from 14.56% to 16.22%, but still fall short of the 20% target (3.7). However, the percentage of EL students making progress toward English language proficiency dropped from 39.7% to 29.8% (3.8), and the number of Long-Term English Learners (LTELs) increased by 184 students (3.9), signaling a growing need for targeted, intensive language development supports. While GVHS showed improvement in EL progress (up 5.2%), ECHS and the district overall saw declines.

New actions such as the District Child Development Center (3.14) began to show promising engagement, with 22 infants/toddlers supported and 67 high school students participating in child development-related work-based learning, linking student support with CTE pathway development. The student interaction planning team (3.13) marked an important step in meeting and planning for inclusive and culturally responsive practices, though its effectiveness will need to be evaluated in future cycles. Student satisfaction with food services improved across all categories (3.15), with notable increases in cultural food diversity 7.9%, food taste 2.35%, and overall meal quality 10%, indicating successful adjustments to student nutrition programming. Metric 3.16, supports students access to transportation to and from school. 100% of students had access to transportation services per Board Policy.

In summary, MUHSD effectively maintained core academic infrastructure and student services in the 2024–25 year. However, the decline in English learner progress and the increase in LTEL numbers are concerns that highlight the need for stronger, more differentiated supports for ELs, especially at specific 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.

Equitable Access to Adopted Standards Aligned Curriculum & Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups budgeted expenditures were \$5,217,599.63 and the overall actual expenditures were \$5,717,316.83. Even though funds

overall were more balanced, more funds were utilized to support unduplicated students. More funds were utilized this school year for other targeted supports. New curriculum and additional curriculum supports were purchased this school year with the adoption for majority of the core classes.

Action 3.1 planned expenditures were \$4,954,010.13 and estimated actuals were \$4,247,499.02.

Action 3.2 planned expenditures were \$263,589.50 and estimated actuals were \$1,469,817.81

Intervention Across All Tiers and Domains for Unduplicated Student Subgroups had an increase in expenditures. MUHSD had a focus this year on providing more interventions for unduplicated student groups. Salaries were also included in these funds, and the district gave raises in 24-25.

Action 3.3 planned expenditures were \$1,492,720.46 and estimated actuals were \$1,723,977.80.

Technology and the Future of Technology in Education expenditures have been well underestimated again this school year. The last several years, MUHSD expends similar funds to support Chromebook and Network supplies and services annually with LCAP funds.

Action 3.4 planned expenditures were \$9,000.00 and estimated actuals were \$2,192,234.27.

EL and LTELS Progress Toward English Language Proficiency as well over on budgeted than expended. Staff salaries were budgeted to be utilized with LCAP funds; however, other Federal, State, and Local funds were used for those salaries.

Action 3.5 planned expenditures were \$2,229,285.95 and estimated actuals were \$760,779.15.

Student and School Interactions & Transportation for Low Income Students for Support Services have no documented funds being expended for these actions in 24-25. MUHSD still offers these opportunities to students, staff, parents, and community members. MUHSD sees these actions as meaningful and will keep these in the LCAP. In regards to transportation, educational partners are unsure how much is communicated to students and families.

Action 3.8 planned expenditures were \$12,000.00 and estimated actuals was \$0.

Action 3.9 planned expenditures were \$5,500.00 and estimated actuals was \$0.

Instructional Supplemental Program and Supports for Foster Youth, District Child Development Center, Nutrition Services Support: Providing Student Meals, & Transportation: Bus and White Fleet Expansion/Upgrade and Services are pretty balanced in budgeted expenditures and estimate actuals.

Action 3.10 planned expenditures were \$146,072.98 and estimated actuals were \$162,422.80.

Action 3.11 planned expenditures were \$712,236.98 and estimated actuals were \$732,269.06.

Action 3.12 planned expenditures were \$141,486.13 and estimated actuals were \$145,465.51.

Action 3.13 planned expenditures were \$2,913,481.35 and estimated actuals were \$2,995,424.69.

The implementation of Goal 3 actions within Merced Union High School District during the 2024–25 school year has been largely effective in maintaining foundational academic access, but challenges remain in improving student outcomes for key unduplicated groups, particularly English Learners (ELs) and Long-Term English Learners (LTELs).

Action 3.1 & 3.2 Standards-Aligned Curriculum & Equitable Access

MUHSD has successfully ensured 100% of school sites continue to implement board-adopted, standards-aligned curriculum across core subjects. Master schedules at all sites provide access to a broad course of study for all students, fulfilling the equity requirements. Instructional planning has embedded scaffolds for unduplicated student groups such as ELs, Foster Youth (FY), Students with Disabilities (SWD), and socioeconomically disadvantaged students (SED), supporting inclusive access. However, while structural access is in place, outcome disparities remain, particularly in ELA and math performance for the targeted subgroups, indicating that instructional delivery, curriculum alignment, and embedded support systems need further refinement.

Action 3.3 Multi-Tiered Systems of Support

The district has made clear efforts to implement MTSS across sites, with programs such as ASSETs, Improve Your Tomorrow, Student Subgroup Forums, mentoring, and Saturday Academy being offered. However, the effectiveness of MTSS is difficult to fully assess due to persistent gaps in academic performance, CAASPP only taken at the 11th grade year. The increase in the number of LTEL students from 737 to 921 suggests that while intervention systems are present, early and effective supports are not consistently leading to reclassification or language acquisition.

Action 3.4 Technology Access and Literacy

MUHSD has maintained universal access to digital devices, internet connectivity, and adopted digital curriculum, aligning with future-ready educational goals. Media literacy instruction by teacher librarians has further supported technology integration. These actions have been highly effective in providing the infrastructure for digital learning, and no sites reported technology access issues.

Actions 3.5–3.7 EL and LTEL Progress

The actions targeting ELs, such as interim ELPAC blocks and site-level progress monitoring, have shown mixed results. Districtwide progress toward English proficiency dropped nearly 10%, from 39.7% to 29.8%, and although GVHS improved 5.2%, ECHS declined 3.5%, indicating inconsistent implementation and effectiveness across sites. The slight improvement in reclassification rates, 1.66%, is positive, and the rising number of LTELs suggests more data review and a study are needed.

Action 3.8 Student and School Interactions

This action is to lay groundwork through planning efforts focused on building relationships and increasing student belonging. While specific outcome data are not yet available, the initiative is a positive step toward inclusive school culture, especially for African American and English-speaking Hispanic students.

Actions 3.9 & 3.13 Transportation

The district began addressing transportation inequities through expansion efforts, including public transportation access for off-site services and fleet upgrades. This is crucial for removing barriers for low-income students to attend support programs and services, but implementation success will need further tracking.

Action 3.10 Foster Youth Support

Instructional supplemental supports have been initiated, including tutorials, counseling, and peer groups, aimed at improving Foster Youth outcomes. While quantitative outcome data is limited here, the presence of targeted supports shows a commitment to addressing educational disparities for this vulnerable group.

Action 3.11 District Child Development Center

This action supports 22 infants/toddlers served and 67 high school students engaged in work-based learning. The integration of CTE and parenting support reflects a holistic approach to work based learning opportunities and education for teen parents.

Action 3.12 Nutrition Services

Student satisfaction with meal quality and cultural responsiveness has significantly improved across the board, with a 10% increase in overall meal satisfaction, demonstrating the effectiveness of efforts to provide nutritious, inclusive meals.

Overall, MUHSD has been effective in maintaining structural access to curriculum, technology, and support programs for all students. However, the impact on English Learners and LTELs continues to be a area of concern, as evidenced by declining proficiency rates and rising LTEL numbers. Targeted improvements in instructional practice, fidelity of MTSS implementation, and site-level accountability will be essential to close these persistent gaps.

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

As part of the district's ongoing commitment to continuous improvement and responsive planning, several changes were made to the budgeted actions for the 2025–26 year. These adjustments stem from a review of prior-year implementation outcomes, spending patterns, and evolving programmatic needs, ensuring alignment with strategic goals and improved support for student success.

Action 3.1 was reduced from \$4,954,010.13 in 2024–25 to \$1,994,846.42 in 2025–26, based on program refinement and more targeted resource deployment in response to performance data and operational efficiency.

Action 3.2 saw a significant increase from \$263,589.50 to \$1,829,259.54, reflecting expanded investment in areas identified as high-need or high-impact during prior implementation.

Action 3.3 was increased from \$1,492,720.46 to \$4,550,223.93, driven by successful program outcomes and the need for scaled-up implementation to support broader reach or deeper services.

Action 3.4 increased substantially from \$9,000.00 to \$3,361,274.40, indicating a major realignment to support new or expanded initiatives that were underfunded or not fully projected in the prior year.

Action 3.5 was reduced from \$2,229,285.95 to \$1,001,217.56, based on a realignment with actual spending trends and effectiveness data.

Action 3.8 remained consistent at \$12,000.00, indicating continued support for this action with no changes to goals, metrics, or expected outcomes.

Action 3.9 also remained unchanged at \$5,500.00, maintaining a steady commitment to this initiative.

Action 3.10 was reduced from \$146,072.98 to \$39,772.00, reflecting a narrowing of scope or refined implementation strategy informed by prior practice.

Action 3.11 remained approximately the same, with a minimal adjustment from \$712,236.98 to \$712,237.20, indicating stability in planning and execution.

Action 3.12 saw a modest decrease from \$141,486.13 to \$120,000.00, aligned with a reevaluation of program needs and anticipated expenditures.

Action 3.13 decreased from \$2,913,481.35 to \$1,020,000.00; however, no changes were made to the associated goal, actions, metrics, or outcomes, indicating that the original plan remains intact and the funding was adjusted solely to reflect a more accurate financial projection.

These budgetary and programmatic refinements reflect the district's data-informed decision-making approach and its commitment to adapt strategies and allocate resources in the most effective and equitable manner possible.

Action 3.8 MUHSD and a team will plan for student and school interactions that include but are not limited to building relationships with students, explicitly teaching academic behaviors that will make them successful, improve students' feelings of belonging, and explicitly teaching them about non-academic behaviors that cause barriers to success & Metric 3.13 Percentage of the opportunity for MUHSD and a team to plan for student and school interactions were modified and removed "with a focus on African American and English Speaking Hispanics." MUHSD is committed to planning for student and school interactions. The team will be represented of educational partners who utilize data to plan for student and school interactions and analyze the needs based on data monitoring.

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	Equitable Access to Adopted Standards Aligned Curriculum	The district will ensure that the Board has adopted standards aligned curriculum for all core subjects that aligns with the district's instructional initiatives and support unduplicated students. The board adoption of any digital curriculum will comply with state and federal privacy laws. Sites will create a Master Schedule that provides all students access to a broad course of study. Metrics 3.1-3.3	\$1,994,846.42	Yes
3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL, LTEL, FY, SPED, and subgroups with a focus on full inclusion. A focus for student academic performance will be for EL, Hispanic, Homeless, SED, and SWD	\$1,829,259.54	Yes

Action #	Title	Description	Total Funds	Contributing
		subgroup population supports in ELA and overall, Hispanic, Homeless, SED, and SWD subgroups support and performance for math. Metrics 3.1-3.5 and 3.10		
3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	As part of ensuring educational access and desired outcomes, sites will facilitate access to a comprehensive multi-tiered system of support that incorporates intervention across all tiers and domains in alignment to evidence-based practices (UC Merced Scholars Early Academic Outreach Program, ASSETs, Improve Your Tomorrow mentoring, FY/unaccompanied youth workshops, Saturday Academy, Student Subgroup Forums, Student Mentors). Sites will engage in data monitoring to drive appropriate tiered intervention determinations and progress monitor to ensure intervention effectiveness or appropriate movement into higher or lower tiered levels of need for low income, English learner, Long Term English Learners, and foster youth students. MUHSD will strengthen relationships with feeder schools to enhance vertical alignment and data collection to support incoming ninth graders, including site visits prior to high school enrollment. Metrics 3.4-3.5 and 3.10	\$4,550,223.93	Yes
3.4	Technology and the Future of Technology in Education	The district will ensure that all students have access to a device for use at school and home, provide a mobile MiFi (hotspot) device to students who have unreliable or unaffordable Internet access at home, and maintain a high speed, cloud-managed network with zero-trust architecture. Teachers will implement adopted standards-based digital curriculum that provides unduplicated supports and facilitate authentic, rigorous learning experiences to help students develop future-ready skills. Teacher Librarians will create and facilitate media literacy lessons in collaboration with classroom teachers to increase students' technology literacy skills. Metric 3.6	\$3,361,274.40	Yes
3.5	EL and LTELS Progress Toward English Language Proficiency	Site teams will facilitate ELPAC interim blocks to drive instruction and increase EL and LTEL reclassification rates. Metrics 3.7-3.9 and 3.11-3.12	\$1,001,217.56	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	ECCHS EL Progress Toward English Language Proficiency	Site teams will facilitate ELPAC interim blocks to drive instruction and increase EL reclassification rates. ECCHS was in the lowest indicator for EL Progress Toward English Language Proficiency. This action addresses how the school site will improve its performance. Metric 3.11	\$0.00	No
3.7	GVHS EL Progress Toward English Language Proficiency	GVHS's counseling department will ensure ELD course placement is determined using multiple measures including Initial and Summative ELPAC data, longevity and progress in the program, teacher feedback, and student/parent input. GVHS's Instructional Leadership Team, in part and/or in whole in conjunction with our ELD teacher, will utilize interim assessment data to guide on-site professional development opportunities for all certificated and paraprofessional staff to increase English Learner success. Data will also be used to correctly identify bilingual paraprofessional placement in order to support English Learner needs in the classroom. GVHS was in the lowest indicator for EL Progress Toward English Language Proficiency. This action addresses how the school site will improve its performance. Metric 3.12	\$0.00	No
3.8	Student and School Interactions	MUHSD and a team will plan for student and school interactions that include but are not limited to building relationships with students, explicitly teaching academic behaviors that will make them successful, improve students' feelings of belonging, and explicitly teaching them about non-academic behaviors that cause barriers to success. Metric 3.13	\$12,000.00	Yes
3.9	Transportation for Low Income Students for Support Services	MUHSD and sites will provide access to public transportation for students from their school site to off-site community educational, behavioral, and emotional support services. Metric 3.16	\$5,500.00	Yes
3.10	Instructional Supplemental Program and Supports for Foster Youth	Instructional supplemental program and supports based on identified needs at the site level to improve educational outcomes and the College and Career Indicator for Foster Youth such as tutorials, workshops, counseling, and peer groups. Metrics 3.1-3.4	\$39,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	District Child Development Center	The district will provide support to the Child Development Center to facilitate the Education and Child Development Pathways at East Campus Educational Center and ensure equitable access for teen parents. Metric 3.14	\$712,237.20	Yes
3.12	Nutrition Services Support: Providing Student Meals	Cafeteria staff will provide all students with free, fresh, flavorful food that is a reflection of the cultural diversity of the population. Through the Community Eligibility Provision of the state, free breakfasts and lunches will be available to all students. Students will be surveyed to rate the food quality. Metric 3.15	\$120,000.00	Yes
3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	The expansion and upgrade related to district buses and white fleet is necessary in order to sustain transportation needs related to various programs and services both in district and out of the area. This helps ensure continuity of services for all students. Metric 3.16	\$1,020,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit and Retain Effective, Engaged, and Innovative Staff: MUHSD students will be supported by effective, engaged, and innovative staff who are committed to continuous professional growth, ongoing student improvement, and achieving district goals.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is the mission of the Merced Union High School District that every staff member, every day, will support all students in acquiring the skills necessary to pursue their postsecondary dreams. This goal reflects the district’s commitment to teacher preparedness by ensuring that all students are challenged to reach high standards daily in each classroom. The measures listed below enable the district to monitor and support staff effectively, providing the necessary assistance to students across all groups, with a focus on improving educational outcomes for African American, Hispanic, English Learners, Homeless, Foster Youth, and socioeconomically disadvantaged students and students with disabilities. These actions empower staff to effectively represent and serve the diverse needs of our students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teachers in MUHSD are fully credentialed in the subject area and for the students they are teaching	95.4% (2023-24)	96% (2024-25)		100%	Increased 0.6%
4.2	Teachers in MUHSD are appropriately assigned in the subject area and for the students they are teaching	85.1% (2021-22) Updated with DataQuest	86.4% (2022-23)		100%	Increased 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Depth of Knowledge (DOK) measured by walk-through data	New Metric	DOK 2 or higher - 55.6% DOK 3 & 4 - 13% (Fall 2024)		Level 2+ 80% of the time and planning at level 3+ for 20% of the time as indicated by a learning objective or learning target.	New Metric
4.4	Percent of teachers participating in English Language Development professional development	97% (2023-24)	96% (2024-25)		100%	Decreased 1%
4.5	Professional development on adopted academic standards and/or curriculum framework (focus on English, math, science, and social studies)	99.7% (2023-24)	100% (2024-25)		100%	Increased 0.3%
4.6	BCHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 8.76% EL 0.0% Hisp 6.62% SED 6.12% SWD 2.5%	Students Met or Exceeded Math Standards (2024) Overall 8.52% EL 3.13% Hisp 7.75% SED 6.91% SWD 1.75%		Students Met or Exceeded Math Standards Overall 15% EL 7.5% Hisp 10% SED 10% SWD 7.5%	Overall decreased 0.24% EL increased 3.13% Hispanic increased 1.13% SED increased 0.79% SWD decreased 0.75%
4.7	ECHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 14.76% Hisp 8.11%	Students Met or Exceeded Math Standards (2024) Overall 13.58% Hisp 9.76%		Students Met or Exceeded Math Standards Overall 20% Hisp 15%	Overall decreased 1.18% Hispanic increased 1.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 7.57% SWD 0%	SED 10.56% SWD 3.23%		SED 15% SWD 5%	SED increased 2.99% SWD increased 3.23%
4.8	ECES CAASPP ELA Scores	Students Met or Exceeded ELA Standards (2023) EL 2.5% Hisp 31.92% SED 32.28% White 58.18%	Students Met or Exceeded ELA Standards (2024) EL 0.0% Hisp 43.29% SED 42.41% White 68.50%		Students Met or Exceeded ELA Standards EL 7.5% Hisp 50% SED 45% White 65%	EL decreased 2.5% Hisp increased 11.37% SED increased 10.13% White increased 10.32%
4.9	GVHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) 10.72%	Students Met or Exceeded Math Standards (2024) 11.62%		Students Met or Exceeded Math Standards 25%	Increased 0.90%
4.10	LHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 8.12% EL 0.0% Hisp 6.64% SED 6.14%	Students Met or Exceeded Math Standards (2024) Overall 7.21% EL 0.0% Hisp 8.00% SED 6.59%		Students Met or Exceeded Math Standards Overall 15% EL 7.5% Hisp 12.5% SED 12.5%	Overall decreased 0.91% EL stayed consistent Hispanic increased 1.36% SED increased 0.45%
4.11	MUHSD will participate in activities recruiting, hiring and retaining qualified, diverse staff	New Metric	100% Participation (2024)		MUHSD will participate annually in activities to recruit, hire and retain qualified, diverse staff. 100%	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Participation in activities.	

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.

During the 2024–25 school year, Merced Union High School District made consistent strides toward Goal 4, recruiting and retaining effective, engaged, and innovative staff, though key areas still require targeted attention. The district increased the percentage of fully credentialed teachers from 95.4% to 96% and the percentage of teachers appropriately assigned in their subject areas from 85.1% to 86.4%. While these improvements are incremental, they signal ongoing efforts to staff classrooms with qualified educators, even as the district continues to face challenges in meeting the 100% target.

MUHSD prioritized professional development as a means of improving instructional effectiveness. Nearly all teachers (96%) participated in English Language Development (ELD) training, and 100% of core teachers engaged in training on adopted academic standards, including English, math, science, and social studies. These high rates demonstrate a clear districtwide investment in professional growth. Additionally, Depth of Knowledge (DOK) walkthrough data indicated that 55.6% of observed instruction was at DOK level 2 or higher, while only 13% reached the more rigorous levels of DOK 3 and 4. This reveals a need to continue building teachers' capacity to implement challenging, standards-aligned lessons that promote critical thinking.

Student outcomes highlight mixed results. At BCHS, CAASPP math scores showed slight improvements for English Learners (ELs) from 0.0% to 3.13%, Hispanic students from 6.62% to 7.75%, and socioeconomically disadvantaged (SED) students from 6.12% to 6.91%, though overall math performance slightly declined from 8.76% to 8.52%. Similarly, ECHS math scores showed a decrease overall 14.76% to 13.58%, yet subgroup performance improved: Hispanic students increased from 8.11% to 9.76%, SED students from 7.57% to 10.56%, and SWD students from 0.0% to 3.23%. ELA results at ECHS were more promising, particularly for Hispanic, 31.92% to 43.29%, SED, 32.28% to 42.41%, and White students, 58.18% to 68.5%, while ELs declined from 2.5% to 0.0%, suggesting that while instructional strategies may be benefiting some subgroups, additional support is needed for English Learners.

At GVHS and LHS, math outcomes followed a similar pattern: GVHS improved modestly from 10.72% to 11.62%, while LHS declined from 8.12% to 7.21% overall, though Hispanic and SED students showed minor gains. Notably, EL performance at LHS remained stagnant at 0.0%, and SWD scores declined at BCHS from 2.5% to 1.75%, reinforcing the urgency of providing differentiated, inclusive instructional strategies for the most vulnerable learners.

MUHSD supports diversifying its workforce and improving school culture. The district established a new metric and commitment to recruiting and retaining diversified staff, though specific hiring outcomes were not reported. Other new actions included measuring Depth of Knowledge through walkthroughs and addressing non-academic behaviors to foster student success.

In summary, the district successfully implemented many of its planned actions, especially in the areas of credentialing, assignment, and professional development, but challenges remain in translating training into rigorous instruction and improving academic outcomes for all subgroups. Continued focus on deeper learning, inclusive classroom practices, and intentional recruitment of qualified educators will be essential to advancing this goal in the coming year.

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.

Reflections on implementation data, staffing patterns, and service delivery outcomes during the 2024–25 school year revealed several material differences between the budgeted and estimated actual expenditures for Goal 4 actions. These differences were primarily driven by changes in staffing costs, adjustments to professional development delivery, and refinement of service priorities to better support student and staff needs.

Action 4.1 – Recruit & Retain Highly Qualified Staff was budgeted: \$20,242,246.75 and actual estimate: \$18,738,304.83
The lower actual expenditure reflects utilization of other funding to support action 4.1. Despite the reduced expenditure, staffing levels remained aligned with the goal to improve services for unduplicated pupils.

Action 4.2 – Depth of Knowledge (DOK) Professional Development was budgeted: \$30,000.00 and actual estimate: \$50,512.77
The increase in actual expenditures was due realigning funds for induction, mentors, and instructional coaches, along with materials to enhance training effectiveness. The overage reflects a strategic investment in deepening instructional rigor and capacity.

Action 4.3 – English Language Development Professional Development for EL and LTEL Students was budgeted: \$25,000.00 and actual estimate: \$42,093.97
The variance is attributed to expanded training sessions in response to increased identified needs for EL student support. Additional expenditures covered translation services, instructional materials, and extended support for PD.

Action 4.4 – Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes was budgeted: \$244,500.00 and actual estimate: \$351,727.03
The increase was due to broader implementation of staff-driven initiatives, increased stipends for leadership roles, and expanded access to innovation to support teaching and learning.

Actions 4.5–4.9 – CAASPP Scores (Various School Sites, Math and ELA)
No expenditures were budgeted or incurred for these actions. They were included for monitoring and reporting purposes only and did not involve direct funding allocations.

Action 4.10 – Recruit, Hire and Retain African American Staff was budgeted: \$6,000.00 and actual estimate: \$0
The funds allocated were not expended due to the district utilizing other funds to support this action.

While planned and actual percentages of improved services were generally aligned in aggregate, discrepancies occurred at the action level due to underutilized staffing positions (Action 4.1) and unspent targeted recruitment funds (Action 4.10). Conversely, higher-than-planned investments in professional development (Actions 4.2–4.4) led to enhanced service delivery for unduplicated pupils. These adjustments demonstrate the district's responsive allocation of resources based on real-time needs and the ongoing pursuit of equity and academic excellence.

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

The implementation of Goal 4: Recruit and Retain Effective, Engaged, and Innovative Staff has shown partial effectiveness, with several actions leading to measurable progress, while others highlight areas where more intensive efforts are needed to meet the district's objectives.

Action 4.1, focused on recruiting and retaining highly qualified staff, has been moderately effective. The percentage of fully credentialed teachers increased from 95.4% to 96%, and appropriately assigned teachers rose from 85.1% to 86.4%. While progress is evident, the district remains below the 100% target.

Action 4.2, which aims to deepen instructional rigor through Depth of Knowledge (DOK) professional development. Only 55.6% of instruction reached DOK Level 2 or higher, and just 13% reached Levels 3 or 4, well below the district's goal of 80% at Level 2+ and 20% at Level 3+. These results show that while training is occurring, there is the need for enhanced coaching and support.

Action 4.3, targeting English Language Development professional development, shows ineffectiveness in terms of impact, despite high implementation. With 97% of teachers participating in ELD PD, the action was widely carried out. However, EL performance outcomes suggest a disconnect between training and classroom impact. For example, ECHS EL students dropped from 2.5% to 0% proficiency in ELA, and LHS EL students remained at 0% in math, revealing a need to support and reevaluate ELD instructional strategies and supports.

Action 4.4, aimed at providing targeted professional development to support all students and unduplicated student subgroups, was generally effective in implementation but produced mixed academic outcomes. All teachers participated in content-focused PD. Resulting gains were observed among Hispanic and SED subgroups in both math and ELA at ECHS, and smaller gains at BCHS and LHS. However, overall CAASPP math scores remained low across sites, and some schools (e.g., BCHS and LHS) experienced declines in overall student math performance, underscoring the need for more targeted, content-specific instructional support, particularly in mathematics.

Actions 4.5 to 4.9, which address CAASPP math and ELA performance across various sites, reveal partial to limited effectiveness. At ECHS, notable improvements occurred for Hispanic, math 1.65%, ELA 11.37%, SED 2.99% in math, 10.13% in ELA, and SWD, 3.23% in math, indicating positive outcomes from professional development. Conversely, BCHS, LHS, and GVHS showed either minimal improvements or declines in overall math scores. ELs, in particular, continued to underperform significantly, pointing to persistent gaps that require focus.

Action 4.10, focused on recruiting and retaining qualified, diverse staff, was effectively initiated as a new metric, with MUHSD reporting full implementation in recruitment planning for diverse staff to match our student population. However, effectiveness cannot yet be fully evaluated, as no outcome data on hiring or retention were provided.

In conclusion, while many actions under Goal 4 were effectively implemented, particularly in terms of staff credentialing and professional development participation, the impact on student outcomes, especially for ELs and overall math performance, has been inconsistent or limited. To enhance effectiveness, MUHSD will continue to strengthen the alignment between professional development and classroom practice.

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

Following a thorough analysis of prior implementation and outcomes, changes were made to the metrics and associated actions for the coming year under Goal 4. These changes reflect the district's continued commitment to fostering a highly qualified, diverse, and culturally responsive workforce aligned with the needs of the Merced Union High School District student population.

Action 4.10 was revised to more intentionally support the recruitment, hiring, and retention of a qualified and diverse staff, with an explicit focus on aligning workforce demographics to those of MUHSD's student body. Although the budgeted amount remained at \$6,000.00, the action's focus was broadened and clarified to strengthen recruitment strategies and better reflect district diversity priorities.

Metric 4.11 was modified to reflect MUHSD's progress in recruiting, hiring, and retaining qualified, diverse staff, ensuring a clearer connection between staffing practices and equity goals.

Metric 4.2 had its data baseline adjusted to align with updated data collection capabilities. Historically, the baseline was provided by the Human Resources Department, but due to internal changes within that department, the previous data source is no longer available. The metric has been revised to ensure data consistency and accuracy moving forward.

In addition, the following budget adjustments were made as a result of prior year reflections on resource needs and service delivery effectiveness:

Action 4.1, Recruit & Retain Highly Qualified Staff was decreased from \$20,242,246.75 to \$17,530,501.99, reflecting staffing adjustments and recalibrated projections based on this year's expenditures.

Action 4.2, Depth of Knowledge (DOK) Professional Development saw a significant increase from \$30,000.00 to \$442,823.64, reflecting expansion of training opportunities and staff support for this district's goal.

Action 4.3, English Language Development Professional Development for EL and LTEL Students also increased to \$442,823.64, acknowledging the critical need for expanded professional development in this area based on student achievement data and staff feedback.

Action 4.4, Effective, Engaged, and Innovative Staff was increased significantly from \$244,500.00 to \$3,542,589.12, reflecting greater investment in innovative staffing supports, leadership development, and professional growth opportunities in response to 2024 data.

These strategic adjustments reinforce MUHSD's commitment to continuous improvement and equity, ensuring that staffing-related actions and expenditures are data-informed and aligned with both district priorities and student needs.

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	Recruit & Retain Highly Qualified Staff	The district will ensure that teachers hired are credentialed. Credential status will be verified and monitored. The district will ensure that local board options and waivers are approved, as appropriate. Support and direct coaching will continue to be provided to these teachers. MUHSD will recruit and retain effective, engaged, and innovative staff to support students and will be effective, engaging, innovative, and committed to continuous professional growth, ongoing student improvement, and achieving district goals by supporting all and unduplicated students daily. Metrics 4.1-4.2 and 4.4-4.5	\$17,530,501.99	Yes
4.2	Depth of Knowledge (DOK) Professional Development	District staff will create and facilitate professional development opportunities and resources (both online and in-person) around Deeper Learning to increase rigorous learning opportunities for students with an emphasis in supporting unduplicated students. Metric 4.3	\$442,823.64	Yes
4.3	English Language Development Professional Development for EL and LTEL students	MUHSD and sites will provide English Language Development professional development on adopted standards-based curriculum, authentic and rigorous learning experiences, future-ready skills, and lessons to embed scaffolding to support EL and LTEL students with a focus on full inclusion. Metric 4.4	\$442,823.64	Yes
4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	The district and school sites will provide quality and specific professional development opportunities, with an emphasis in English, math, science, and social studies, on improving educational supports and outcomes for all students and specific strategies to support unduplicated student subgroups. A focus will be for EL's, Hispanic, Homeless, SED, and SWD strategies in ELA PD and overall, Hispanic, Homeless, SED, and SWD subgroups performance for math PD. Metric 4.5	\$3,542,589.12	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	BCHS CAASPP Math Scores	BCHS's AP of Teaching and Learning and Instructional Coach will facilitate a data dive using local assessment data to determine an implement PD to address data concerns and increase success. BCHS was in the lowest indicator for CAASPP Math Scores. This action addresses how the school site overall with an emphasis with EL, Hispanic, SED, and White students will improve their performance. Metric 4.6	\$0.00	No
4.6	ECBS CAASPP Math Scores	ECBS will use math test data (local assessments) to drive PD with support strategies driven by math PD based on identified needs. ECBS was in the lowest indicator for CAASPP Math Scores. This action addresses how the school site overall with an emphasis with Hispanic, SED, and SWD populations will improve their performance. Metric 4.7	\$0.00	No
4.7	ECBS CAASPP ELA Scores	ECBS will use ELA test data (local assessments/reading inventory) to drive PD with support strategies. Reading and writing across all subject levels. ECBS was in the lowest indicator for CAASPP ELA Scores. This action addresses how the school site support EL, Hispanic, SED, and SWD populations to improve their performance. Metric 4.8	\$0.00	No
4.8	GVHS CAASPP Math Scores	GVHS's Instructional Leadership Team, in part and/or in whole, will facilitate data driven discussions using local assessment data to guide on-site professional development opportunities for all certificated and paraprofessional staff. GVHS was in the lowest indicator for CAASPP math scores. This action addresses how the school site will improve its performance. Metric 4.9	\$0.00	No
4.9	LHS CAASPP Math Scores	LHS math department will develop a PLC where there will be time set aside to discuss various math data points. The counseling department will utilize the math placement test to ensure proper placement of all students and for EL, Hispanic, and socioeconomically disadvantaged students. LHS	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		was in the lowest indicator for CAASPP math scores. This action addresses how the school site overall will improve its performance. Metric 4.10		
4.10	Recruit, Hire and Retain Diverse Staff	Aggressively recruit, hire and retain diverse teachers, counselors, and other staff so that their numbers reflect the percentage of subgroup populations such as, African American, Hispanic, Asian, etc. students in the district. Metric 4.11	\$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>MUHSD students at Independence High School will enhance college and career readiness by expanding learning opportunities through a hybrid model that combines their computer-based curriculum with in-person project-based learning, fostering a more dynamic and versatile educational experience by June 2026. Independence High School will expand student access to Career Technical Education (CTE) by developing and implementing new CTE courses and pathways aligned with student interests and regional labor market needs, with the aim of increasing student engagement, skill development, and postsecondary readiness by June 2026. Progress will be measured by disaggregated improvements in the CCI, professional development opportunities, walk-through data, and student enrollment in and completion of CTE pathways for targeted groups.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established for the 2025–26 school year in direct response to student needs, educational partner feedback, and performance data that highlight areas for growth in both academic engagement and postsecondary preparation. Independence High School serves a diverse student population, many of whom benefit from flexible learning models and increased support in developing real-world skills. By enhancing our hybrid learning model with more project-based, in-person instruction, we aim to create a more engaging and responsive educational experience that supports both academic achievement and social-emotional development. At the same time, expanding access to CTE courses and pathways will provide students with relevant, hands-on learning aligned to local labor market demands, increasing their readiness for both college and career opportunities. These goals reflect a commitment to equity, student voice, and long-term success for all learners, particularly those generating Equity Multiplier funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CCI prepared	CCI prepared (2023) Overall 6.6% Hisp 9.4% SED 7%	CCI prepared (2024) Overall 0% Hisp 0% SED 0%		CCI prepared Overall 15% Hisp 15% SED 15%	Overall decreased 6.6% Hisp decreased 9.4% SED decreased 7%
5.2	Professional development opportunities for educators to enhance their proficiency in instructional technology, blended learning pedagogies, and project-based teaching methodologies.	New Metric	100% (2024)		100% of teachers participate and attend	New Measure

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.

To deepen student engagement and improve learning outcomes within the computer-based curriculum, we implemented a comprehensive strategy that blended digital instruction with meaningful, real-world learning experiences. The plan focused on three key areas: instructional integration, project-based application, and professional development. First, we collaborated with teachers to integrate hands-on learning experiences into the computer-based modules. By aligning interactive, tactile activities with digital content, students were able to better contextualize abstract concepts and develop a deeper understanding of the material. Second, we designed and facilitated in-person projects that extended and enriched online instruction. These projects provided students with opportunities to apply their knowledge and skills in authentic, real-world contexts — promoting critical thinking, creativity, and collaboration. Finally, we provided some targeted professional development to equip educators with the tools and confidence needed to deliver effective blended instruction.

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.

IHS budgeted for \$270,100 for their 24-25 Equity Multiplier Funds. They had a revenue of \$183,944 for 24-25 and had a carry-over of \$180,494.46 from 23-24. From IHS engagement feedback and to focus on the planned metrics, IHS added a new action that has affected the following actions in regards to Budgeted Expenditures and Estimated Actual Expenditures:

Action 5.1 was \$50,000 in 2024-25 and estimated expenditures were \$10,000 to support teachers in refining successful hands-on projects from Year 1 and scaling them across more subject areas to ensure consistency in project-based learning schoolwide

Action 5.2 was \$170,100.00 and estimated expenditures were \$57,836 to design and facilitate in-person projects that complement computer-based learning activities, providing students with opportunities to apply and extend their knowledge and skills in authentic, real-world contexts

Action 5.3 was \$50,000 in 2024-25 and estimated expenditures were \$10,000 to identify high-demand industries and areas of student interest to inform new pathway development, track enrollment, pathway completion, credential attainment, student feedback to evaluate program effectiveness, make data-informed improvements, and increase students CCI preparedness.

Action 5.4 is a new action to support IHS Equity Multiplier goal.

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

This year's implementation proved to be significantly more effective than in years past. Communication with parents improved through more consistent updates and clearer explanations of project goals and expectations, which helped foster stronger home-school partnerships. As a result, student participation in hands-on projects increased notably, with more students attending and engaging in the in-person activities. The alignment of projects with the digital curriculum made learning more meaningful and relevant, and students demonstrated higher levels of interest and investment in their work. Overall, the combination of improved communication, increased attendance, and deeper engagement led to stronger outcomes and a more impactful learning experience.

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

Looking ahead to next year, the planned changes aim to build on this year's success by further enhancing student engagement and measuring impact more effectively. We will begin collecting data on student participation, academic growth, and engagement levels to better evaluate the effectiveness of hands-on projects and blended learning strategies. Additionally, we plan to increase the number of field trips and college visitations to provide students with more exposure to real-world environments and post-secondary opportunities. These experiences will help deepen the relevance of classroom learning and inspire students to connect their education to future goals. For Action 5.1, an increased from \$50,000 to \$45,000 to support teachers in refining successful hands-on projects from Year 1 and scaling them across more subject areas to ensure consistency in project-based learning schoolwide
Action 5.2 increased from \$170,100.00 to \$83,944 to design and facilitate in-person projects that complement computer-based learning activities, providing students with opportunities to apply and extend their knowledge and skills in authentic, real-world contexts
Action 5.3 increased from \$50,000 to \$45,000 to identify high-demand industries and areas of student interest to inform new pathway development, track enrollment, pathway completion, credential attainment, student feedback to evaluate program effectiveness, make data-informed improvements, and increase students CCI preparedness. Action 5.4 is a new action to support IHS Equity Multiplier goal. \$10,000 has been budgeted for this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Integrate Curriculum	Support teachers in refining successful hands-on projects from Year 1 and scaling them across more subject areas to ensure consistency in project-based learning schoolwide. Metric 5.2	\$45,000.00	No
5.2	Design and Implement	Design and facilitate in-person projects that complement computer-based learning activities, providing students with opportunities to apply and extend their knowledge and skills in authentic, real-world contexts. Collect student feedback on blended learning experiences and use it to adjust project pacing, relevance, and support structures to better meet learner needs. Metric 5.2	\$83,944.00	No
5.3	Data	Gather input from students and review regional labor market data to identify high-demand industries and areas of student interest to inform new pathway development. Track enrollment, pathway completion, credential attainment, and student feedback to evaluate program effectiveness, make data-informed improvements, and increase students CCI preparedness (all students and hispanic and SED subgroups). Metrics 5.1- 5.2	\$45,000.00	No
5.4	Recruit and Retain	Identify staff members eligible for CTE credentials or recruit new teachers with industry experience to launch new pathways and sustain existing ones. Metric 5.2	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over a three year period, beginning with the 2024-25 school year, Sequoia High School will reduce the suspension rate by 3% for all students, and particularly for Socioeconomically Disadvantaged, Hispanic, and African American students as measured by the State Dashboard and school discipline data. Analysis of the 2024 data shows a reduction of 2.5% for All Students; 1.5% reduction for Hispanic Students; 17.2% reduction for African American Students. Sequoia High School will continue with the original goal for the 2025-26 school year.	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 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of the 2023 and 2024 Dashboard data identified elevated suspension rates across all students, with disproportionate impacts on socioeconomically disadvantaged, Hispanic, and African American students. Such rates reduce instructional access, hinder academic achievement, and indicate a need to strengthen school climate and culture. In response, Sequoia High School committed to implementing alternative discipline strategies and targeted behavioral interventions to address the root causes of suspension. Early results from the 2024 data show measurable progress, including a 2.5% reduction for all students, a 1.5% reduction for Hispanic students, and a 17.2% reduction for African American students. Maintaining this focus into the 2025–26 school year supports the school’s three-year objective of reducing suspension rates by 3% for all groups, ensuring more equitable access to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of Students suspended at least one	All Students 10.6% Hispanic 9.8% African American 23.1%	All Students 8.1% Hispanic 8.3%		All Students 7.6% Hispanic 6.8%	All Students declined 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	day at Sequoia High School	(2023-24)	African American 5.9% (2024-25)		African American 20.1%	Hispanic declined 1.5% African American declined 17.2%

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.

An Intervention Center was established with a room created specifically for the purpose. Purchases such as a Promethean Board, furniture, whiteboards, student journals & intervention materials specific to age level were made to provide an environment directed towards encouraging social growth, maturity, & skills to improve behavior rather than an environment of seclusion & punishment. A credentialed teacher on special assignment was hired to be a full-time Intervention Coordinator to oversee the IC room as well as functioning to work with students individually & in groups within & outside their regular classroom environment. All staff received a “Learning & the Brain” training provided by Character Strong trainers before the beginning of the school year. Multiple further trauma informed trainings were provided throughout the year & this was a topic kept at the forefront of staff meetings. A Restorative Justice consultant was hired to work with students & staff on a daily basis. Staff were trained on restorative practices, Restorative Circles took place in all teachers’ classrooms at least once each week, & individual meditations as well as R/JL Girls & Boys groups were established to support students with high level challenges. The sum of these services & supports provided for students to receive interventions while staying on campus rather than receiving home suspensions. A palpable improvement in campus culture resulted, with teachers’ interactions with whole class & individual students improved & a campus-wide understanding that behavior can be improved through supportive rather than punitive approaches to student misconduct & challenges. Attendance improved by approximately ten percent & home suspensions were greatly reduced & were normally only a result of continual violent conduct or overtly dangerous behavior towards others.

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.

SHS budgeted for \$106,800.00 for their 24-25 Equity Multiplier Funds. They had a revenue of \$173,673.00 for 24-25 and had a carry-over of \$141,898.60 from 23-24. From engagement feedback, SHS's material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

Action 6.1 was \$31,800 and estimated expenditures were \$69,896 for the continuation of support & development of the Intervention Center for students to remain on campus, reduce suspensions, and receive direct interventions rather than being home suspended

Action 6.2 was \$25,000 and estimated expenditures were \$61,181 for the continuation of Trauma Informed training for staff to provide them with tools to support students within the classroom, reduce suspensions from class, as well as all other areas of campus

Action 6.3 was \$25,000 and estimated expenditures were \$61,181 to continue with support students with a Restorative Justice Consultant to provide training and support for staff, small group interventions for students, and restorative practice mediations

Action 6.4 was \$25,000 and estimated expenditures were \$52,469 to continue with Tier 1 Drug Awareness for all students to receive drugs/alcohol awareness in order to help prevent non-using students from experimenting and also to encourage students currently using to begin steps towards ceasing use
SHS budgeted for 2025-26 similar to 2024-25 based on planned actions and educational partner feedback.

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

Home suspensions were reduced by 2.5% for all students(from 10.6% to 8.1%), 1.5% for Hispanic students(from 9.8% to 8.3%), & 17.2% for African American students(from 23.1% to 5.9%).

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

As the three year target is a 3% reduction of home suspensions for all students and for Hispanic & African American students specifically, Sequoia High School will continue to work towards achievement of these goals for the 2025-26 school year. SHS budgeted for 2025-26 similar to 2024-25 based on planned actions and educational partner feedback.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Continuation of Support & Development of the Intervention Center	Creation of an Intervention Center during the 2024-25 school year has provided for students to remain on campus, reduce suspensions, and receive direct interventions rather than being home suspended. The center will continue to be developed with further supports studied to continue to provide a space for organized interventions and supports for students. Metric 6.1	\$31,800.00	No
6.2	Trauma Informed Training for Staff	Staff received monthly Trauma Informed training during the 2024-25 school year which provided them with tools to support students within the classroom, reduce suspensions from class, as well as all other areas of campus. Training & support for what has been learned will continue during the 2025-26 school year. Metric 6.1	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Support students with a Restorative Justice Consultant	A Restorative Justice Consultant provided training and support for staff, small group interventions for students, and restorative practice mediations during the 2024-25 school year. The consultant has been retained for the 2025-26 school year & will continue to provide support on campus daily for the 2025-26 school year to support reducing suspensions. Metric 6.1	\$25,000.00	No
6.4	Tier 1 Drug Awareness	Through the district Understanding Drugs & Alcohol (UDA) program & the Recovery Assistance for Teens (RAFT) counselors, offending students were supported during the 2024-25 school year. These supports will continue during the 2025-26 school year & all students will receive drugs/alcohol awareness in order to help prevent non-using students from experimenting, encourage students currently using to begin steps towards ceasing use, and reduce suspensions. Metric 6.1	\$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	MUHSD students at Yosemite High School will enhance college and career readiness among its student body, emphasizing Career Technical Education (CTE) program completion and facilitating certification opportunities to prepare students for gainful employment by June 2026. Progress will be measured by subgroup gains in CCI, graduation rates, and the percentage of students earning industry-recognized certifications or completing a CTE pathway.	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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of the 2023 and 2024 Dashboard data shows that Yosemite High School is underperforming in ELA and math, particularly among homeless, English Learner, socioeconomically disadvantaged, and Hispanic student groups. To address these persistent gaps, the school has made improving academic outcomes for these populations a sustained priority. By enhancing college and career readiness through expanded Career Technical Education (CTE) opportunities, integrating ELA and math strategies within CTE instruction, and facilitating industry-recognized certifications, Yosemite aims to engage students with relevant, skill-focused coursework that promotes attendance, participation, and graduation. Progress will be measured by subgroup gains in the College/Career Indicator (CCI), graduation rates, and the percentage of students earning certifications or completing a CTE pathway, with the goal of preparing all students for postsecondary success and gainful employment by June 2026.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of Prepared on the CCI indicator	All students: 1.2% Homeless: 0% Prepared English Learners: 0% Prepared Hispanic: 0.8% Prepared SED: 1.3% Prepared (2023)	All students: 0.6% Homeless: 0% Prepared English Learners: 0% Prepared Hispanic: 0.7% Prepared SED: 0.6% Prepared (2024)		All students: 10% Prepared Homeless: 10% Prepared English Learners: 10% Prepared Hispanic: 10.8% Prepared SED: 11.3% Prepared	All students: decreased by 0.6% Homeless: stayed consistent English Learners: stayed consistent Hispanic: decreased by 0.1% SED: decreased by 0.7%
7.2	Percent of students reaching Standard Met on ELA state testing	All students: 4.03% Homeless: Data is suppressed because fewer than 11 students tested. English Learners: 0% Hispanic: 3.48% SED: 3.60% (2023)	All students: 5.1% Homeless: 5% English Learners: 0% Hispanic: 5.17% SED: 5.11% (2024)		All students: 10% Homeless: 10% English Learners: 10% Hispanic: 13% SED: 13%	All students: increased by 1.07% Homeless: not available English Learners: stayed consistent Hispanic: increased 1.69% SED: increased 1.51%
7.3	Percent of students reaching Standard Met on math state testing	All students: 0% Homeless: Data is suppressed because fewer than 11 students tested. English Learners: 0% Hispanic: 0% SED: 0% (2023)	All students: 0% Homeless: 0% English Learners: 0% Hispanic: 0% SED: 0% (2024)		All students: 10% Homeless: 10% English Learners: 10% Hispanic: 10% SED: 10%	All students: stayed consistent Homeless: not available English Learners: stayed consistent Hispanic: stayed consistent SED: stayed consistent

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.

To align our CTE curriculum with current industry expectations and ensure students are developing relevant, high-demand skills, we undertook several strategic initiatives this year. First, we engaged industry professionals to review and provide input on our Graduate Profile, ensuring that our portrait of a graduate reflects essential workforce competencies.

All CTE teachers participated in comprehensive curriculum planning sessions, where they identified essential standards, developed aligned lessons, and designed signature projects that integrate technical skill-building with real-world application. Simultaneously, academic core teachers developed local growth measures to assess student progress, reinforcing our cross-disciplinary focus on measurable outcomes.

We piloted an internship program that simulates real employment experiences. Students completed employment packets, underwent fingerprinting, participated in job interviews, and received after-school job readiness training. Upon completion, they had the opportunity to showcase their CTE projects and transition into paid or structured workplace experiences.

To further support instructional rigor, we brought in national expert Karin Hess for Depth of Knowledge (DOK) training. This professional development expanded teachers' capacity to integrate higher-order thinking into both CTE and academic instruction.

In terms of expanding opportunities for students, we increased access to industry-recognized certifications within our existing CTE courses and are actively developing new pathways in Cosmetology and Transportation to meet evolving student interest and workforce demand. Finally, we hosted a highly successful CTE Family Appreciation Night, where students facilitated hands-on demonstrations of their learning across programs. This event not only celebrated student success but also strengthened school-community partnerships and family engagement in career readiness efforts.

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.

YHS budgeted for \$106,800.00 for their 24-25 Equity Multiplier Funds. They had a revenue of \$436,983.00 for 24-25 and had a carry-over of \$382,289.52 from 23-24. From engagement feedback and to support YHS's metrics the following material differences between Budgeted Expenditures and Estimated Actual Expenditures are listed:

Action 7.1 was \$25,000 and about \$70,964 was expended to continue to refine CTE curriculum to ensure alignment with industry standards and integrate ELA and math skill development within CTE instruction to increase ELA and math CAASPP scores and students being prepared in the CCI

Action 7.2 was \$15,000 and about \$40,000 was expended to strengthen existing partnerships and recruit new local businesses, trade associations, and postsecondary institutions to provide increased opportunities for internships, mentorships, guest speakers, and work-based learning experiences to support students preparedness for the CCI

Action 7.3 was \$25,000 and expended \$13,433.40 offering targeted professional development that supports interdisciplinary planning between CTE and core academic teachers to increase ELA and math CAASPP scores and students being prepared in the CCI
Action 7.4 was \$25,000 and about \$70,964 was expended to implement a structured communication plan that includes regular CTE-focused events, and expanded use of digital platforms to share success stories and available certification and internship opportunities to support students to be College and Career Ready
Action 7.5 was \$190,800 and YHS expended \$143,085.71 that allocated financial resources and staffing support to prioritize the expansion and sustainability of YHS CTE programs with integration of ELA and math standards, including instructional materials, equipment, and professional development initiatives
YHS has budgeted similar for 2025-26 based on from educational partner feedback and planned actions.

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

The actions implemented this year have proven highly effective in advancing Yosemite High School’s progress toward the district’s LCAP goal of enhancing college and career readiness through CTE. By strengthening curriculum alignment with industry standards, expanding certification opportunities, and piloting an internship program that simulates authentic employment experiences, we have created more intentional and structured pathways for students to gain career-relevant skills. The inclusion of industry feedback, teacher collaboration on essential standards and signature projects, and professional development in Depth of Knowledge (DOK) have collectively elevated instructional quality and program coherence. Furthermore, our efforts to expand pathways in Cosmetology and Transportation respond directly to student interest and labor market demand. These actions, coupled with increased family engagement through events like the CTE Family Appreciation Night, have laid a strong foundation for improved program completion rates and greater access to certification opportunities, positioning more students for meaningful postsecondary success.

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.

Based on our implementation and reflection this year, several key adjustments will be made to strengthen our progress toward the goal of enhancing college and career readiness through CTE. First, we recognize the need to improve consistent and transparent communication with all stakeholders—including students, families, staff, and industry partners—to ensure shared understanding of CTE opportunities, expectations, and student progress. We also identified the need to expand and deepen our network of industry contacts to support internship placements, guest speaking opportunities, and advisory input on curriculum relevance. Additionally, a more intentional system for collecting and analyzing data—such as certification completion rates, student work-based learning experiences, and postsecondary outcomes—will be developed to better inform decision-making and measure program impact. These refinements will help ensure our CTE initiatives are more responsive, data-informed, and aligned with student needs and workforce realities. YHS has budgeted similar for 2025-26 based on from educational partner feedback and planned actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Enhance Curriculum	Continue to refine CTE curriculum to ensure alignment with industry standards and integrate ELA and math skill development within CTE instruction to increase ELA and math CAASPP scores and students being prepared in the CCI. Emphasize the use of project-based learning and signature projects that demonstrate both academic growth and technical skill mastery. Metrics 7.1-7.3	\$25,000.00	No
7.2	Develop Partnerships	Strengthen existing partnerships and recruit new local businesses, trade associations, and postsecondary institutions to provide increased opportunities for internships, mentorships, guest speakers, and work-based learning experiences to support students preparedness for the CCI. Establish an advisory council to ensure ongoing industry input. Metric 7.1	\$15,000.00	No
7.3	Professional Development	Offer targeted professional development that supports interdisciplinary planning between CTE and core academic teachers to increase ELA and math CAASPP scores and students being prepared in the CCI. Focus training on industry-recognized best practices, certification alignment, and integration of reading, writing, and numeracy skills into technical instruction. Metrics 7.1-7.3	\$25,000.00	No
7.4	Outreach and Awareness	Implement a structured communication plan that includes regular CTE-focused events (e.g., family nights, showcase days), and expanded use of digital platforms to share success stories and available certification and internship opportunities to support students to be College and Career Ready. Metric 7.1	\$25,000.00	No
7.5	Allocate Resources	Invest in instructional technology, lab/shop upgrades, and industry-standard equipment based on current labor market trends and pathway needs. Develop systems to collect and analyze program outcome data—such as certifications earned, internship completion, and student academic growth—to inform strategic planning and equitable resource allocation to increase ELA and math CAASPP scores and students being prepared in the CCI. Metrics 7.1-7.3	\$190,800.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$44,338,112.00	\$5,200,545

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
32.802%	0.000%	\$0.00	32.802%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Student Academic Performance</p> <p>Need: EL, FY, and SED are scoring below State average</p> <p>Scope:</p>	Local, common assessments, and curriculum guides will be used to drive instruction, provide data analysis throughout the year to help teachers reteach standards to help improve unduplicated students scores. It needs to be at every school across the district. Other State funds support non-unduplicated students since this is LEA-wide.	Math and ELA CAASPP, CAST and benchmark scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	<p>Action: Student College and Career Readiness</p> <p>Need: EL, FY, and SED are performing low or very low on being College and Career Ready</p> <p>Scope: LEA-wide</p>	Counseling departments will monitor CTE Completers and A-G progress using transcript review tools with an emphasis on unduplicated students. This data is across the district. Other State funds support non-unduplicated students since this is LEA-wide.	CTE Completers, A-G, and both CTE Completers and A-G
1.3	<p>Action: Advanced Placement Opportunities</p> <p>Need: Unduplicated students are scoring at the lowest level for prepared in AP</p> <p>Scope: LEA-wide</p>	The district unduplicated teams need to work with admin and counselors to support unduplicated students enrollment in AP classes and provide supports for unduplicated students, such as tutoring. Local and federal funds support non-unduplicated students since this is LEA-wide.	AP enrollment and AP scores
1.4	<p>Action: Unduplicated Academic Performance</p> <p>Need: EL, FY, and /or SED SED are scoring below State average academic performance indicators</p> <p>Scope: LEA-wide</p>	Unduplicated students need more supports to support rigorous learning experiences to develop future-ready skills. With full inclusion, teacher training to develop scaffolds and interventions will occur to support all in the classroom. The district is leading PD and collaborations. Federal funds support non-unduplicated students since this is LEA-wide.	CAASPP, CAST, and local assessment scores

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
1.7	<p>Action: Unduplicated College and Career Readiness</p> <p>Need: EL, FY, and/or SED pupils are performing low or very low on being College and Career Ready</p> <p>Scope: LEA-wide</p>	<p>Counseling departments and teams will monitor CTE Completers, failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress with an emphasis with supporting EL, FY, and/or SED pupils that are also SWD using transcript review tools. Federal funds support non-unduplicated students since this is LEA-wide.</p>	CCI
2.1	<p>Action: School Facilities</p> <p>Need: Unduplicated students need safe school facilities to be successful.</p> <p>Scope: LEA-wide</p>	<p>Creating learning environments across the district that are safe and supporting will help improve attendance, engagement, and academic success for unduplicated students. Other State funds support non-unduplicated students since this is LEA-wide.</p>	FIT and CHKS survey results for safety
2.2	<p>Action: Family and Community Input</p> <p>Need: District and sites will seek general and targeted family and community input to support MUHSD's unduplicated student population. Per 2024 data for metric 2.2, the percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities declined. Per 2024</p>	<p>Supporting unduplicated families will help unduplicated students success at school sites across the district. Given that approximately 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Other State and Federal funds support non-unduplicated students since this is LEA-wide.</p>	Metrics 2.2 and 2.3 for Parent engagement, Metrics 2.4 and 2.5 for CHKS parent ratings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>data for metric 2.3, parent survey responses decreased also.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: School Climate and Culture</p> <p>Need: Increase engagement for unduplicated students. Per 2024 data, metric 2.6, ADA decreased; metric 2.18 and 2.19 decreased overall. Even though there was an increase, only 50% of students stated they are connected with school</p> <p>Scope: LEA-wide</p>	<p>The district will adopt curriculum that includes supports and provide PD for teachers in pedagogy development to support a broad course of study that incorporates supports for unduplicated students. Increase school-connectedness through extra-curricular and co-curricular activities will support unduplicated students build skills for success. Continual development of MTSS, including data monitoring, to identify unduplicated students who need interventions across all tiers and domain to improve success. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school. Other State funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metrics 2.6 and 2.7 attendance, metrics 2.8 and 2.9 discipline data, metrics 2.14 and 2.15 CHKS student responses, metrics 2.18 and 2.19 participation in extracurricular activities and broken down by subgroup populations.</p>
2.4	<p>Action: Parental participation in programs for low income, English learner, foster youth students, and students with disabilities</p> <p>Need: Targeted family and community input and involvement for low income, English learner, foster youth students and socioeconomically disadvantaged. Per 2024 data for metric 2.2, the percentage of parents/guardians</p>	<p>The district and sites will seek input through various advisory groups and digital communications tools supporting multiple languages and parental participation. This LEA-wide action is principally directed toward unduplicated students and families and includes equity checkpoints on communication and feedback gathered. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing</p>	<p>Metrics 2.2 and 2.3, percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Back-to-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities declined. Per 2024 data for metric 2.3, parent survey responses decreased also.</p> <p>Scope: LEA-wide</p>	<p>monitoring to adjust supports where disparities persist.</p>	<p>School Night attendance, CHKS parent surveys, and CHKS parent response data). Local funds to support non-unduplicated students</p>
<p>3.1</p>	<p>Action: Equitable Access to Adopted Standards Aligned Curriculum</p> <p>Need: Unduplicated Students Equitable Access to Adopted Standards Aligned Curriculum. Even though 3.4, 3.5, 3.10 illustrate that unduplicated have access to curriculum, this action supports the use of supporting material and monitoring of interventions.</p> <p>Scope: LEA-wide</p>	<p>The district will ensure that the Board has adopted standards aligned curriculum for all core subjects that aligns with the district’s instructional initiatives and support unduplicated students. The district will review sites Master Schedules to affirm that all unduplicated students access to a broad course of study. This LEA-wide action is principally directed toward unduplicated students and includes equity monitoring. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist Other State funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metrics 3.1-3.5, 3.10, implementation of standards, sufficient access to instructional material, access to a broad course of study, program and services provided to unduplicated students.</p>
<p>3.2</p>	<p>Action: Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups</p> <p>Need: Per data from CAASPP and local benchmarks and other dashboard indicators, subgroup populations are not performing to standards. MUHSD Ed Services, site admin and</p>	<p>The district will provide supporting curriculum and PD that includes strategies for unduplicated students. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development and instructional coach support, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school. Other State and Federal funds to support non-unduplicated students LEA-wide.</p>	<p>Metrics 3.4, 3.5, 3.10 for programs and supports incorporated into daily lessons to support unduplicated students. Metric 4.5, 4.6 supports PD for unduplicated lesson strategies and increase grades and graduation rates. Walk-through forms</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instructional coaches lessons have embedded scaffolding to support EL, LTEL, FY, SPED, and subgroups.</p> <p>Scope: LEA-wide</p>		<p>track strategies to support unduplicated students during class visits - walk-through data.</p>
<p>3.4</p>	<p>Action: Technology and the Future of Technology in Education</p> <p>Need: Per 2024 data from the California Dashboard, assessment data, and Panorama data, subgroup data is underperforming compared to State averages. Ensuring equitable access to technology and the future of technology in education for unduplicated Students and Families, MUHSD needs to strengthen programs and supports for unduplicated student groups.</p> <p>Scope: LEA-wide</p>	<p>The district will ensure that all students have access to a device for use at school and home, provide a mobile MiFi (hotspot) device to students who have unreliable or unaffordable Internet access at home, and maintain a high speed, cloud-managed network with zero-trust architecture. To ensure equity to access, this LEA-wide strategy includes site-specific instructional supports, professional development, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school. Other State funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metric 3.6 access to Mifi's, Chromebooks, Digital Curriculum that has unduplicated students supports incorporated and Metric 4.5, 4.6 supports PD for unduplicated lesson strategies that incorporate technology and access at home to improve grades, assessment scores, and graduation rates. Walk-through forms track strategies to support unduplicated students during class visits - walk-through data.</p>
<p>3.8</p>	<p>Action: Student and School Interactions</p> <p>Need: Per the MPBSB, a team should plan for student and school interactions that include but are not limited to building relationships with students, explicitly teaching academic behaviors that will make them successful, improve students' feelings of belonging, and</p>	<p>MUHSD is committed to partnering with educational partners to plan for student an school interactions based on data. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, such as absenteeism, suspension and expulsion rates, to ensure unduplicated students at each school receive tailored, equitable and fair supports and consequences. Local funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metric 3.13 that MUHSD will continue the team collaborations and metrics 2.8 and 2.9 on discipline rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>explicitly teaching them about non-academic behaviors that cause barriers to success. This is to support unduplicated EL, FY, and SED students and behavioral issues that arise.</p> <p>Scope: LEA-wide</p>		
<p>3.11</p>	<p>Action: District Child Development Center</p> <p>Need: Per MUHSD's socioeconomic and subgroup data, this opportunity supports unduplicated teen parents to attend school while their child(ren) has childcare.</p> <p>Scope: LEA-wide</p>	<p>This is for unduplicated students across the district and the district funds this opportunity. Given that about 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that pupils with the highest concentrations of need receive enhanced support. Other State funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metric 3.14 teen parent enrollment and numbers at the Childcare Center.</p>
<p>3.12</p>	<p>Action: Nutrition Services Support: Providing Student Meals</p> <p>Need: Per MUHSD's socioeconomic and subgroup data, this opportunity supports provides unduplicated students free, fresh, flavorful breakfast and lunch daily during the school year.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated students provided nutritional meals will be more successful in school. This is for unduplicated students across the district and the district funds this opportunity. Given that about 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that pupils with the highest concentrations of need receive enhanced support. Federal funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metric 3.15 unduplicated students survey results and CA Dashboard indicators for student subgroups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.13</p>	<p>Action: Transportation: Bus & White Fleet Expansion/Upgrade and Services</p> <p>Need: Per MUHSD's socioeconomic and subgroup data, this opportunity supports provides unduplicated students with transportation to school.</p> <p>Scope: LEA-wide</p>	<p>District transportation supports unduplicated students in their transportation to school based on district policies and supports students attendance rates. Given that about 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that pupils with the highest concentrations of need receive enhanced support. Other State funds support non-unduplicated students since this is LEA-wide.</p>	<p>Metric 3.16, percentage of transportation services provided to MUHSD students and metric 2.6 and 2.7 for attendance rates</p>
<p>4.1</p>	<p>Action: Recruit & Retain Highly Qualified Staff</p> <p>Need: Per CA Dashboard indicators, MUHSD unduplicated students are not meeting standards. MUHSD show the need to continue to recruit & retain highly qualified staff to support unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>The district will hire highly qualified staff and provide PD to ensure that teachers are daily supporting unduplicated students and are effective, engaged, and innovative. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, grades, assessments, and ELA/Math proficiency rates, to ensure unduplicated students at each school receive tailored, equitable instruction and support. Other State, Local, and Federal funds are used for non-duplicated students since this is LEA-wide.</p>	<p>Metrics 4.1 and 4.2, teachers in MUHSD are fully credentialed and appropriately in the subject area and for the students they are teaching and 4.3-4.5 to PD to ensure that teachers are daily supporting unduplicated students and are effective, engaged, and innovative.</p>
<p>4.2</p>	<p>Action: Depth of Knowledge (DOK) Professional Development</p> <p>Need: Per MUHSD CAASPP scores, data shows the need increase the deeper learning for unduplicated students.</p>	<p>DOK will lead to deeper learning. With teachers supporting unduplicated students and increasing their DOK, unduplicated students will have more academic success. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, grades, assessments, and ELA/Math proficiency rates, to ensure unduplicated students at each school</p>	<p>Metric 4.3, Depth of Knowledge (DOK) measured by walk-through data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>receive tailored, equitable instruction and support. Other State funds are used for non-duplicated students since this is LEA-wide.</p>	
<p>4.4</p>	<p>Action: Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes</p> <p>Need: To increase unduplicated math, English, science, and social studies assessment performance</p> <p>Scope: LEA-wide</p>	<p>The district and school sites will provide quality and specific professional development opportunities, with an emphasis in English, math, science, and social studies, on improving educational supports and outcomes for all students and specific strategies to support unduplicated student subgroups. Other State funds are used for non-duplicated students since this is LEA-wide.</p>	<p>Professional development on adopted academic standards and/or curriculum framework (focus on English, math, science, and social studies)</p>
<p>4.10</p>	<p>Action: Recruit, Hire and Retain Diverse Staff</p> <p>Need: MBPSB has requested this action. School Services of California, Inc. shows that MUHSD 23-24 enrollment had 87.82% POC and teachers were 44.28% POC.</p> <p>Scope: LEA-wide</p>	<p>MUHSD will participate in activities recruiting, hiring and retaining qualified, diverse staff. The district will lead this with the support of community members. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, such as student and teacher diversity, to ensure unduplicated students at each school receive tailored, equitable support. Local funds are used for non-unduplicated students included in this action since this is LEA-wide.</p>	<p>Metric 4.11, MUHSD will participate in activities recruiting, hiring and retaining qualified, diverse staff. The district will lead this with the support of community members.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: EL Student Academic Performance</p> <p>Need: Support EL with a focus on full inclusion</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL	CAASPP ELA and Math Scores for EL students
1.6	<p>Action: EL Students College and Career Readiness</p> <p>Need: EL Students College and Career Readiness</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Counseling departments and EL site teams will monitor EL progress	CCI
3.3	<p>Action: Intervention Across All Tiers and Domains for Unduplicated Student Subgroups</p> <p>Need: Per 2024 data from the California Dashboard, assessment data, and Panorama data monitoring, admin, counselors, and intervention coordinators are supporting interventions across all tiers and domains for unduplicated student subgroups.</p> <p>Scope:</p>	Admin, counselors, and intervention coordinators use data monitoring on unduplicated students' academics, behaviors, SEL, and involvement to support MTSS tier two and three interventions. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, such as academics, behaviors, SEL, and involvement data, to ensure unduplicated students at each school receive tailored, equitable support.	Metrics 3.1-3.6, 3.10, 3.13 for programs and supports that will reduce suspensions and expulsions and increase graduation rates, grades, CA Dashboard indicators, and involvement for unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.5	<p>Action: EL and LTELS Progress Toward English Language Proficiency</p> <p>Need: EL and LTEL Progress Toward English Language Proficiency</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support EL and LTEL students in all classes to improve literacy and increase EL progress toward English Language proficiency	ELPI and Reclassification rates for EL and LTEL students and annual LTEL numbers
3.9	<p>Action: Transportation for Low Income Students for Support Services</p> <p>Need: Low income students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support SED students with off campus supports for tier 2 and 3 interventions and supports	Programs and services provided to Low Income
3.10	<p>Action: Instructional Supplemental Program and Supports for Foster Youth</p> <p>Need: Instructional Supplemental Program and Supports for Foster Youth</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Supporting curriculum and PD that includes strategies for FY students. Data monitoring on FY student involvement and MTSS tier two and three support.	FY supports and programs that increase graduation rate, involvement, and connectedness to school and decrease suspensions.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	<p>Action: English Language Development Professional Development for EL and LTEL students</p> <p>Need: Per MUHSD EL data from the 2024 CA Dashboard, MUHSD needs to continue to support implementation of adopted standards-based curriculum, authentic and rigorous learning experiences, future-ready skills, and lessons to embed scaffolding to support EL and LTEL students with a focus on full inclusion and improved ELA/Math proficiency rates.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Educate and support teachers and staff in EL and LTEL instruction and supports to improve EL data points. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints for EL students. Implementation is differentiated by site based on unduplicated, EL, pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist for EL students and EL instruction and supports.	Metric 4.4, staff attendance to specific EL and LTEL PD and metrics 3.7-3.10 to support EL data and programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

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.

NA

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.

The additional concentration grant add-on funding will be strategically allocated to increase the number of staff providing direct services to students at MUHSD school sites with a high concentration (above 55%) of foster youth, English learners, and low-income students. This investment is rooted in prior-year reflections, current data, and a clear commitment to equity, addressing both persistent performance gaps and expanding access to high-impact, student-centered interventions.

First, the district will invest in increasing credentialed teachers, intervention specialists, and paraprofessionals at each site, as supported in Action 1.1, 1.4, 1.5, 3.2, 3.3, and 3.5. Priority will be placed on fully credentialed and appropriately assigned staff to support unduplicated pupils. The concentration add-on funding will sustain and expand this strategy, benefiting all students, especially English learners, low-income students, and foster youth, by promoting greater instructional time, individualized support, and opportunities to close achievement gaps.

Second, the funding will continue to support mental health and social-emotional staff, such as Student Services Managers, counselors, health aides, and campus safety personnel, to enhance the implementation of Action 2.3. These roles are essential to the district's MTSS framework and directly contribute to improving school climate, behavior, and student engagement, with targeted support for students most in need.

Third, the district will maintain and scale mentorship and community-based support programs like UC Merced Scholars EAOP, Improve Your Tomorrow, Saturday Academies, and student subgroup forums (Actions 3.3 and 3.10). These services provide academic and postsecondary readiness support and are designed to improve re-engagement and retention among foster youth, English learners, and low-income students. Funding will help expand staffing and coordination for these programs, focusing on mentoring, progress monitoring, and culturally relevant relationship-building.

Fourth, to address persistent challenges in English language proficiency, especially for Long-Term English Learners (LTELs) and newcomer students, funding will support targeted professional development and collaboration among staff as outlined in Actions 4.3 and 3.5. Site and district teams will use real-time data to monitor EL progress and reclassification, especially at schools such as ECHS and LHS where declines were noted. Support will focus on evidence-based instructional strategies and scaffolding that empower English learners toward proficiency.

Finally, funding will be used to eliminate barriers to access by improving technology, transportation, nutritional services, and the child development. This includes increased bus routes, expanded use of the district's white fleet, updated educational technology, and additional support at Nutritional Services and the District Child Development Center (Actions 3.9, 3.11, 3.12 and 3.13). These supports are critical for students who face socioeconomic and logistical challenges, such as homeless youth, teen parents, and low-income families, and will help ensure consistent access to educational and wraparound services.

These planned investments are data-driven, equity-focused, and designed to build the district's capacity to deliver personalized, inclusive, and high-quality educational experiences. Through these enhancements, MUHSD will better serve its unduplicated students and fulfill the promise of the concentration grant add-on to increase opportunity and support where it is needed most. These investments directly align with student need and will significantly enhance the district's capacity to deliver equitable, rigorous, and responsive educational experiences for foster youth, English learners, and low-income students.

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	NA	1:24
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$135,166,869.00	44,338,112.00	32.802%	0.000%	32.802%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$44,338,112.00	\$6,087,136.09	\$613,078.00	\$2,481,563.00	\$53,519,889.09	\$39,869,620.28	\$13,650,268.81

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	Student Academic Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,589,208.59	\$661,709.40	\$1,876,140.00	\$374,777.99	\$0.00	\$0.00	\$2,250,917.99	
1	1.2	Student College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,089,396.56	\$96,864.00	\$2,655,217.12	\$531,043.44	\$0.00	\$0.00	\$3,186,260.56	
1	1.3	Advanced Placement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$120,468.00	\$100,390.00	\$0.00	\$10,078.00	\$10,000.00	\$120,468.00	
1	1.4	Unduplicated Academic Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$418,885.06	\$611,052.56	\$858,281.35	\$0.00	\$0.00	\$171,656.27	\$1,029,937.62	
1	1.5	EL Student Academic Performance	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$371,460.44	\$541,892.01	\$913,352.45	\$0.00	\$0.00	\$0.00	\$913,352.45	
1	1.6	EL Students College and Career Readiness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$309,768.48	\$16,303.60	\$326,072.08	\$0.00	\$0.00	\$0.00	\$326,072.08	
1	1.7	Unduplicated College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$349,334.75	\$18,386.04	\$306,433.99	\$0.00	\$0.00	\$61,286.80	\$367,720.79	

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	1.8	AHS Students With Disabilities College and Career Readiness	Students with Disabilities	No			Specific Schools: Atwater High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.9	AHS Student Subgroups ELA Achievement	All	No			Specific Schools: Atwater High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.10	BCHS Students with Disabilities College and Career Readiness	Students with Disabilities	No			Specific Schools: Buhach Colony High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.11	ECBS EL Students and Students with Disabilities College and Career Readiness	Students with Disabilities English learners	No			Specific Schools: El Capitan High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.12	GVHS Students Math Achievement	All	No			Specific Schools: Golden Valley High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.13	LHS EL Students College and Career Readiness	English Learners	No			Specific Schools: Livingston High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.14	LHS EL and SED Students ELA Achievement	Students with Disabilities English Learners & Socio-economic Disadvantaged	No			Specific Schools: Livingston High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.15	MHS All Students and EL, Hisp, SED, and SWD Subgroups Math Achievement	All EL, Hisp, SED, and SWD	No			Specific Schools: Merced High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.16	MHS EL and SWD Subgroups ELA Achievement	Students with Disabilities	No			Specific Schools: Merced		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
			English Learners				High School									
1	1.17	MHS EL Students College and Career Readiness	English Learners	No			Specific Schools: Merced High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	School Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$600,403.20	\$500,336.00	\$100,067.20	\$0.00	\$0.00	\$600,403.20	
2	2.2	Family and Community Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$322,494.06	\$192,261.02	\$428,962.57	\$45,792.51	\$0.00	\$40,000.00	\$514,755.08	
2	2.3	School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,633,427.37	\$879,205.43	\$5,427,194.00	\$1,085,438.80	\$0.00	\$0.00	\$6,512,632.80	
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$514,755.08	\$0.00	\$428,962.57	\$45,792.51	\$0.00	\$40,000.00	\$514,755.08	
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,567,949.29	\$426,897.13	\$1,662,372.02	\$332,474.40	\$0.00	\$0.00	\$1,994,846.42	
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,829,259.54	\$0.00	\$1,524,382.95	\$284,876.59	\$0.00	\$20,000.00	\$1,829,259.54	
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$3,268,425.84	\$1,281,798.09	\$3,791,853.27	\$728,370.65	\$0.00	\$30,000.01	\$4,550,223.93	
3	3.4	Technology and the Future of Technology in Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,361,274.40	\$2,801,062.00	\$360,212.40	\$100,000.00	\$100,000.00	\$3,361,274.40	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	EL and LTELs Progress Toward English Language Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$990,013.21	\$11,204.35	\$834,347.97	\$100,000.00	\$0.00	\$66,869.59	\$1,001,217.56	
3	3.6	ECCHS EL Progress Toward English Language Proficiency	English Learners	No			Specific Schools: El Capitan High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	GVHS EL Progress Toward English Language Proficiency	English Learners	No			Specific Schools: Golden Valley High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Student and School Interactions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$12,000.00	\$10,000.00	\$0.00	\$2,000.00	\$0.00	\$12,000.00	
3	3.9	Transportation for Low Income Students for Support Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$39,772.00	\$0.00	\$39,772.00	\$0.00	\$0.00	\$0.00	\$39,772.00	
3	3.11	District Child Development Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$712,237.20	\$593,531.00	\$118,706.20	\$0.00	\$0.00	\$712,237.20	
3	3.12	Nutrition Services Support: Providing Student Meals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$120,000.00	\$100,000.00	\$0.00	\$0.00	\$20,000.00	\$120,000.00	
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,020,000.00	\$0.00	\$850,000.00	\$170,000.00	\$0.00	\$0.00	\$1,020,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Recruit & Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$15,066,870.01	\$2,463,631.98	\$14,608,751.66	\$500,000.00	\$500,000.00	\$1,921,750.33	\$17,530,501.99	
4	4.2	Depth of Knowledge (DOK) Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$370,000.00	\$72,823.64	\$369,019.70	\$73,803.94	\$0.00	\$0.00	\$442,823.64	
4	4.3	English Language Development Professional Development for EL and LTEL students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$370,000.00	\$72,823.64	\$369,019.70	\$73,803.94	\$0.00	\$0.00	\$442,823.64	
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,500,000.00	\$1,042,589.12	\$2,952,157.60	\$590,431.52	\$0.00	\$0.00	\$3,542,589.12	
4	4.5	BCHS CAASPP Math Scores	All	No			Specific Schools: Buhach Colony High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	ECBS CAASPP Math Scores	All	No			Specific Schools: El Capitan High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.7	ECBS CAASPP ELA Scores	All	No			Specific Schools: El Capitan High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.8	GVHS CAASPP Math Scores	All	No			Specific Schools: Golden Valley High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.9	LHS CAASPP Math Scores	All	No			Specific Schools: Livingston High		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
							School									
4	4.10	Recruit, Hire and Retain Diverse Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$6,000.00	\$0.00	\$5,000.00	\$0.00	\$1,000.00	\$0.00	\$6,000.00	
5	5.1	Integrate Curriculum	All	No			Specific Schools: Independence High School		\$5,000.00	\$40,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$45,000.00	
5	5.2	Design and Implement	All	No			Specific Schools: Independence High School		\$0.00	\$83,944.00	\$0.00	\$83,944.00	\$0.00	\$0.00	\$83,944.00	
5	5.3	Data	All Unduplicated student groups	No			Specific Schools: Independence High School		\$5,000.00	\$40,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$45,000.00	
5	5.4	Recruit and Retain	All	No			Specific Schools: Independence High School		\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	
6	6.1	Continuation of Support & Development of the Intervention Center	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		\$31,800.00	\$0.00	\$0.00	\$31,800.00	\$0.00	\$0.00	\$31,800.00	
6	6.2	Trauma Informed Training for Staff	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
6	6.3	Support students with a Restorative Justice Consultant	All Hispanics, African Americans, Socio-economic disadvantaged	No			Specific Schools: Sequoia High		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			students				School									
6	6.4	Tier 1 Drug Awareness	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
7	7.1	Enhance Curriculum	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
7	7.2	Develop Partnerships	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		\$0.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	
7	7.3	Professional Development	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
7	7.4	Outreach and Awareness	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.5	Allocate Resources	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		\$190,800.00	\$0.00	\$0.00	\$190,800.00	\$0.00	\$0.00	\$190,800.00	

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
\$135,166,869.00	44,338,112.00	32.802%	0.000%	32.802%	\$44,338,112.00	0.000%	32.802 %	Total:	\$44,338,112.00
								LEA-wide Total:	\$38,058,194.53
								Limited Total:	\$6,279,917.47
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Academic Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,876,140.00	
1	1.2	Student College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,655,217.12	
1	1.3	Advanced Placement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,390.00	
1	1.4	Unduplicated Academic Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$858,281.35	
1	1.5	EL Student Academic Performance	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$913,352.45	
1	1.6	EL Students College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$326,072.08	

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	1.7	Unduplicated College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$306,433.99	
2	2.1	School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,336.00	
2	2.2	Family and Community Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$428,962.57	
2	2.3	School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,427,194.00	
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$428,962.57	
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,662,372.02	
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,524,382.95	
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$3,791,853.27	
3	3.4	Technology and the Future of Technology in Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,801,062.00	
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$834,347.97	
3	3.8	Student and School Interactions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$10,000.00	
3	3.9	Transportation for Low Income Students for Support Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$5,500.00	

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 (%)
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$39,772.00	
3	3.11	District Child Development Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$593,531.00	
3	3.12	Nutrition Services Support: Providing Student Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$850,000.00	
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,608,751.66	
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$369,019.70	
4	4.3	English Language Development Professional Development for EL and LTEL students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$369,019.70	
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,952,157.60	
4	4.10	Recruit, Hire and Retain Diverse Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$51,838,569.85	\$56,548,688.46

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	Student Academic Performance	Yes	\$3,774,192.00	\$2,642,994.14
1	1.2	Student College and Career Readiness	Yes	\$4,775,261.62	\$5,253,963.03
1	1.3	Advanced Placement Opportunities	Yes	\$130,000.00	\$223,369.32
1	1.4	Unduplicated Academic Performance	Yes	\$258,298.18	\$718,650.06
1	1.5	EL Student Academic Performance	Yes	\$215,248.48	\$611,882.76
1	1.6	EL Students College and Career Readiness	Yes	\$56,420.00	\$496,453.61
1	1.7	Unduplicated College and Career Readiness	Yes	\$67,704.00	\$588,170.29
1	1.8	AHS Students With Disabilities College and Career Readiness	No	\$0.00	\$0.00
1	1.9	AHS Student Subgroups ELA Achievement	No	\$0.00	\$0.00
1	1.10	BCHS Students with Disabilities College and Career Readiness	No	\$0.00	\$0.00

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	1.11	ECHS EL Students and Students with Disabilities College and Career Readiness	No	\$0.00	\$0.00
1	1.12	GVHS Students Math Achievement	No	\$0.00	\$0.00
1	1.13	LHS EL Students College and Career Readiness	No	\$0.00	\$0.00
1	1.14	LHS EL and SED Students ELA Achievement	No	\$0.00	\$0.00
1	1.15	MHS EL, Hisp, SED, and SWD Subgroups Math Achievement	No	\$0.00	\$0.00
1	1.16	MHS EL and SWD Subgroups ELA Achievement	No	\$0.00	\$0.00
1	1.17	MHS EL Students College and Career Readiness	No	\$0.00	\$0.00
2	2.1	School Facilities	Yes	\$1,230,000.00	\$658,012.16
2	2.2	Family and Community Input	Yes	\$282,676.67	\$1,245,497.94
2	2.3	School Climate and Culture	Yes	\$6,115,908.98	\$8,574,751.19
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	\$848,029.69	\$1,261,398.32
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	\$4,954,010.13	\$4,247,499.02
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	\$263,589.50	\$1,469,817.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	\$1,492,720.46	\$1,723,977.80
3	3.4	Technology and the Future of Technology in Education	Yes	\$9,000.00	\$2,192,234.27
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	\$2,229,285.95	\$760,785.97
3	3.6	ECCHS EL Progress Toward English Language Proficiency	No	\$0.00	\$0.00
3	3.7	GVHS EL Progress Toward English Language Proficiency	No	\$0.00	\$0.00
3	3.8	Student and School Interactions	Yes	\$12,000.00	\$0.00
3	3.9	Transportation for Low Income Students for Support Services	Yes	\$5,500.00	\$0.00
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Yes	\$146,072.98	\$162,422.80
3	3.11	District Child Development Center	Yes	\$712,236.98	\$732,269.06
3	3.12	Nutrition Services Support: Providing Student Meals	Yes	\$141,486.13	\$145,465.51
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	\$2,913,481.35	\$2,995,424.69
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	\$20,242,246.75	\$18,738,304.83
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	\$30,000.00	\$50,512.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	English Language Development Professional Development for EL and LTEL students	Yes	\$25,000.00	\$42,093.97
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	\$244,500.00	\$351,727.03
4	4.5	BCHS CAASPP Math Scores	No	\$0.00	\$0.00
4	4.6	ECHS CAASPP Math Scores	No	\$0.00	\$0.00
4	4.7	ECHS CAASPP ELA Scores	No	\$0.00	\$0.00
4	4.8	GVHS CAASPP Math Scores	No	\$0.00	\$0.00
4	4.9	LHS CAASPP Math Scores	No	\$0.00	\$0.00
4	4.10	Recruit, Hire and Retain African American Staff	Yes	\$6,000.00	\$0.00
5	5.1	Integrate Curriculum	No	\$50,000.00	\$10,000.00
5	5.2	Design and Implement	No	\$170,100.00	\$57,836.00
5	5.3	Professional Development	No	\$50,000.00	\$10,000.00
6	6.1	Establish an Intervention Center	No	\$31,800.00	\$69,896.00
6	6.2	Trauma Informed Training for Staff	No	\$25,000.00	\$61,181.00

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)
6	6.3	Hire a Restorative Justice Consultant	No	\$25,000.00	\$61,181.00
6	6.4	Tier 1 Drug Awareness	No	\$25,000.00	\$52,469.00
7	7.1	Enhance Curriculum	No	\$25,000.00	\$70,964.00
7	7.2	Develop Partnerships	No	\$15,000.00	\$40,000.00
7	7.3	Professional Development	No	\$25,000.00	\$13,433.40
7	7.4	Outreach and Awareness	No	\$25,000.00	\$70,964.00
7	7.5	Allocate Resources	No	\$190,800.00	\$143,085.71

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)
\$43,347,979.00	\$42,717,099.00	\$46,777,556.39	(\$4,060,457.39)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Academic Performance	Yes	\$3,145,160.00	\$2,202,495.11		
1	1.2	Student College and Career Readiness	Yes	\$3,979,384.68	\$4,378,302.52		
1	1.3	Advanced Placement Opportunities	Yes	\$100,000.00	\$171,822.56		
1	1.4	Unduplicated Academic Performance	Yes	\$215,248.49	\$598,875.07		
1	1.5	EL Student Academic Performance	Yes	\$215,248.48	\$611,882.76		
1	1.6	EL Students College and Career Readiness	Yes	\$56,420.00	\$496,453.61		
1	1.7	Unduplicated College and Career Readiness	Yes	\$56,420.00	\$490,141.91		
2	2.1	School Facilities	Yes	\$1,025,000.00	\$548,343.47		
2	2.2	Family and Community Input	Yes	\$235,563.89	\$1,037,914.95		
2	2.3	School Climate and Culture	Yes	\$5,096,590.92	\$7,145,626.14		
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	\$706,691.69	\$1,051,165.69		
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	\$4,128,341.78	\$3,539,582.52		

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	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	\$219,657.92	\$1,224,848.19		
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	\$1,243,933.86	\$1,436,648.33		
3	3.4	Technology and the Future of Technology in Education	Yes	\$7,500.00	\$1,826,861.89		
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	\$1,857,738.29	\$633,988.31		
3	3.8	Student and School Interactions	Yes	\$10,000.00	\$0		
3	3.9	Transportation for Low Income Students for Support Services	Yes	\$5,500.00	\$0		
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Yes	\$146,072.98	\$162,422.80		
3	3.11	District Child Development Center	Yes	\$593,530.82	\$610,224.22		
3	3.12	Nutrition Services Support: Providing Student Meals	Yes	\$117,905.11	\$121,221.26		
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	\$2,427,901.13	\$2,496,187.25		
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	\$16,868,538.96	\$15,615,254.03		
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	\$25,000.00	\$42,093.97		
4	4.3	English Language Development Professional Development for EL and LTEL students	Yes	\$25,000.00	\$42,093.97		
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	\$203,750.00	\$293,105.86		

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)
4	4.10	Recruit, Hire and Retain African American Staff	Yes	\$5,000.00	\$0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$133,253,345.00	\$43,347,979.00	0	32.530%	\$46,777,556.39	0.000%	35.104%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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