



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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# Goal 1

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

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	California School Dashboard: English Language Arts Indicator	2023 California School Dashboard Results  All Students: 50.3 points below standard  Students with Disabilities: 128.8 points below standard  English Learner Students: 86.4 points below standard  African-American Students 84.4 points below standard  Socioeconomically Disadvantaged Students: 61.3 points below standard  Foster Youth Students 87.8 points below standard  Homeless Students 95.6 points below standard	2024 California School Dashboard Results  All Students: 45.7 points below standard. Improvement of 4.6 points from baseline, or 36.5% progress towards goal.  Students with Disabilities: 132.1 points below standard  English Learner Students: 80.6 points below standard  Long-Term English Learners: 112 points below standard  African-American Students: 80.5 points below standard  Socioeconomically Disadvantaged Students:	2025 California School Dashboard Results  All Students: 40.7 points below standard. Improvement of 9.6 points from baseline, or 76% progress towards goal. (Yellow Indicator)  Students with Disabilities: 121.8 points below standard (Orange Indicator)  English Learner Students: 75.3 points below standard (Orange Indicator)  Long-Term English Learners: 108.4 points below standard (Orange Indicator)  African-American Students: 81.7 points below standard (Red Indicator)	Not available.	By 2026-2027, MCSD students will increase their CAASPP English Language Arts average scores by 25%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			54.3 points below standard  Foster Youth Students: 92.3 points below standard  Homeless Students: 94.6 points below standard	Socioeconomically Disadvantaged Students: 50.4 points below standard (Yellow Indicator)  Foster Youth Students: 63.5 points below standard (Yellow Indicator)  Homeless Students: 118.5 points below standard (Red Indicator)		
1.2	California School Dashboard: Mathematics Indicator	2023 California School Dashboard Results  All Students: 82.9 points below standard  Students with Disabilities: 159.5 points below standard  English Learner Students: 112.4 points below standard  African-American Students 129.6 points below standard  Socioeconomically Disadvantaged Students 92.9 points below standard  Foster Youth Students 126.3 points below standard	2024 California School Dashboard Results  All Students: 82.1 points below standard Improvement of 0.8 points from baseline, or 3.8% progress towards goal.  Students with Disabilities: 155.7 points below standard  English Learner Students: 111.9 points below standard  Long-Term English Learners: 175.5 points below standard	2025 California School Dashboard Results  All Students: 78.1 points below standard Improvement of 4.8 points from baseline, or 23.2% progress towards goal. (Yellow Indicator)  Students with Disabilities: 152.2 points below standard (Orange Indicator)  English Learner Students: 106.4 points below standard (Orange Indicator)	Not Available.	By 2026-2027, MCSD students will increase their CAASPP Mathematics average scores by 25%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Homeless Students 124.8 points below standard	African-American Students: 123 points below standard  Socioeconomically Disadvantaged Students: 90.9 points below standard  Foster Youth Students: 113 points below standard  Homeless Students: 122.9 points below standard	Long-Term English Learners: 163.2 points below standard (Orange Indicator)  African-American Students: 121.4 points below standard (Red Indicator)  Socioeconomically Disadvantaged Students: 87.7 points below standard (Yellow Indicator)  Foster Youth Students: 88.9 points below standard (Yellow Indicator)  Homeless Students: 144.7 points below standard (Red Indicator)		
<b>1.3</b>	California School Dashboard: English Learner Progress Indicator	2023 California School Dashboard Results  MCSD English Learner Students: 49% Making Progress	2024 California School Dashboard Results  MCSD English Learner Students: 49.7% Making Progress  Long-Term English Learner Students: 58.6% Making Progress	2025 California School Dashboard Results  MCSD English Learner Students: 44.3% Making Progress (Orange Indicator)  Long-Term English Learner Students: 44.1% Making Progress (Red Indicator)	Not Available.	By 2026-2027, 60% of MCSD English Learner students will make progress towards English proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	California Science Test (CAST)	<p>16.02% of MCSD 5th and 8th grade students met or exceeded standards on the 2022-23 CAST.</p> <p>*NOTE: CDE began reporting "Distance from Standard" on the 2024 California School Dashboard. In the previous year, 2023, CDE only reported the percentage of students who met or exceeded standards on the 2022-23 administration of the CAST.</p>	2024 California School Dashboard Results MCSD 5th and 8th Grade Students: 20.8 points below standard	<p><b>**NEW BASELINE**</b></p> <p>2025 California School Dashboard Results MCSD 5th and 8th Grade Students: 44.8 Science Points (Orange Indicator)</p> <p>Students with Disabilities: 31.3 Science Points (Red Indicator)</p> <p>English Learner Students: 37.9 Science Points (Orange Indicator)</p> <p>Long-Term English Learners: 29.6 Science Points (Red Indicator)</p> <p>African-American Students: 38.7 Science Points (Yellow Indicator)</p> <p>Socioeconomically Disadvantaged Students: 42.7 Science Points (Orange Indicator)</p> <p>Foster Youth Students: 88.9 points below standard (Yellow Indicator)</p> <p>Homeless Students: 36.9 Science Points</p>	Not Available.	By 2026-2027, MCSD 5th and 8th grade students will increase their CAST average scores by 25%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				(Yellow Indicator)  The 2025 CA School Dashboard is the first year that the CDE is reporting Status & Change which provides the following Indicators: Very Low (Red); Low (Orange); Medium (Yellow); High (Green); and, Very High (Blue). With that, CDE began reporting "Science Points" as opposed to "Points Below Standard" as it had in the previous CA School Dashboards. MCSD updated it's Desired Outcome for 2026-2027 to reflect similar language to that of the ELA and Mathematics Performance Indicators. MCSD will begin reporting its Lowest Performing Student Data for the CAST.		
1.5	District Progress Assessment: Reading	Reading DPA III, 2023-24  Overall 40% On or Above Grade-level  English Learner Students 20% On or Above Grade-level	Reading DPA II, 2024-25  Overall: 36% On or Above Grade-level  English Learner Students: 12% On or Above Grade-level	Reading DPA II, 2025-26  To Be Determined	Reading DPA I, 2025-26  Overall: 19% On or Above Grade-level  English Learner Students: 3% On or Above Grade-level	By 2026-2027, 65% of MCSD students will be On or Above Grade-Level on the Reading DPA.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Students with Disabilities 14% On or Above Grade-level</p> <p>African-American Students 32% On or Above Grade-level</p> <p>Foster Youth Students 28% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged 38% On or Above Grade Level</p> <p>*Homeless Students % On or Above Grade-level *not reported on DPA</p>	<p>Students with Disabilities: 10% On or Above Grade-level</p> <p>African-American Students: 30% On or Above Grade-level</p> <p>Foster Youth Students: 29% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 32% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade-level *not reported on DPA</p> <p>**NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.</p>		<p>Students with Disabilities: 5% On or Above Grade-level</p> <p>African-American Students: 15% On or Above Grade-level</p> <p>Foster Youth Students: 14% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 15% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade-level *not reported on DPA</p>	
1.6	District Progress Assessment: Mathematics	<p>Math DPA III, 2023-24</p> <p>Overall 33% On or Above Grade-level</p>	<p>Math DPA II, 2024-25</p> <p>Overall: 24% On or Above Grade-level</p>	<p>Math DPA II, 2025-26</p> <p>To Be Determined</p>	<p>Math DPA I, 2025-26</p> <p>Overall: 9% On or Above Grade-level</p>	<p>By 2026-2027, 60% of MCSD students will be On or Above Grade-Level on the Mathematics DPA.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>English Learner Students 19% On or Above Grade-level</p> <p>Students with Disabilities 14% On or Above Grade-level</p> <p>African-American Students 24% On or Above Grade-level</p> <p>Foster Youth Students 29% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged 31% On or Above Grade Level</p> <p>*Homeless Students % On or Above Grade-level *not reported on DPA</p>	<p>English Learner Students: 11% On or Above Grade-level</p> <p>Students with Disabilities: 8% On or Above Grade-level</p> <p>African-American Students: 17% On or Above Grade-level</p> <p>Foster Youth Students: 19% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 20% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade-level *not reported on DPA</p>		<p>English Learner Students: 1% On or Above Grade-level</p> <p>Students with Disabilities: 9% On or Above Grade-level</p> <p>African-American Students: 6% On or Above Grade-level</p> <p>Foster Youth Students: 4% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 6% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade-level *not reported on DPA</p>	
1.7	Williams Act Report: Student Access to Standards Aligned Materials	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2023-24	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2024-25	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2024-25	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2025-26	100% of students have access to standards-aligned materials as measured by board resolution of materials.
1.8	Student Access to Required Course of Study: Master Schedule	<p>All Students: 100%</p> <p>Exceptional Needs Students: 100% 2023-24</p>	<p>All Students: 100%</p> <p>Exceptional Needs Students: 100%</p>	<p>All Students: 100%</p> <p>Exceptional Needs Students: 100%</p>	<p>All Students: 100%</p> <p>Exceptional Needs Students: 100%</p>	By 2026-2027, 100% of all MCSD students, including those with exceptional needs, will have access to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			2024-25	2024-25	2025-26	required course of study.
1.9	English Learner Reclassification Rate	EL reclassification rate of 8%, or 172/1,912 - as of 5/30/24	15.6%, or 302/1,940 of the eligible English Learners were reclassified in 2024-25.	To Be Determined	To Be Determined	By 2026-2027, MCSD will reclassify 35% of its English Learners.
1.10	California Department of Education Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent	93.4% of teachers are appropriately assigned and fully credentialed in the subject area and for pupils taught. as of 2022-23 (the TAMO has not been updated as of 8/9/25).	93.4% of teachers are appropriately assigned and fully credentialed in the subject area and for pupils taught. 2022-23	<p><b>**UPDATED METRIC**</b></p> <p>89.5% of MCSD's Teachers are Fully Credentialed.</p> <p>Reference Points: 82.9% of Merced County Teachers are Fully Credentialed 82.5% of California Teachers are Fully Credentialed</p> <p>The 2025 CA School Dashboard added a new Indicator that measures the percentage of appropriately assigned teachers. More specifically, the percentage of Full-Time Equivalent (FTE) teachers who are Fully Credentialed. MCSD will update this metric annually.</p>	Pending.	By 2026-2027 MCSD will ensure 100% of teachers are appropriately assigned and fully credentialed in the subject area and for pupils they teach.
1.11	Research based teacher efficacy surveys of efficacy and implementation of academic content and performance standards, and ELD standards adopted by the State Board of	Local Survey Data:  Teachers' ability to determine pre-existing knowledge and skills: 85%	Local Survey Data:  86.12% of teachers responding to a local survey report that they are (A) well informed with expertise, or (B)	To Be Determined	Not yet surveyed.	By 2026-2027, 100% of MCSD teachers will report that they are (A) well informed with expertise, or (B) generally informed and

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	Education in all courses, for all students, including English Learners.	Teachers' efficacy with Integrated ELD: 61% 2023-24 **NOTE: The survey question was revised in the Spring of 2025.	generally informed and prepared with English Learner Strategies 2024-25			prepared with English Learner Strategies.
1.12	Targeted Programs and Services	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2023-24	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2024-25	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2025-26	N/A	By 2026-2027 100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction</b> Staff ensure all students receive access to equitable and productive learning experiences and promote academic achievement through a multi-tiered system of support (MTSS). The system, which addresses the needs of all students TK-8, consists of high-quality first instruction (Tier 1) and data-driven practices. The District will continue to support student-to-teacher ratios of 20:1 for TK, and 28-to-1 in grades K-3. However, MCSD will strive to the extent possible to maintain a district average of 24:1 for grades K-3 to better address student achievement.	No	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	MTSS aligns all systems of high-quality first instruction, support, and intervention and includes structures for building, changing, and sustaining systems. The foundational structures of MTSS include high-quality core instruction using Universal Design for Learning (UDL) principles and appropriate supports, strategies, and accommodations. In addition, assessment	\$79,261,991.00	\$40,274,151.00

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					<p>processes and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making. The goal of Tier 1 is for all students to receive high-quality, standards-aligned instruction, using culturally and linguistically supportive and responsive teaching that meets the full range of student needs. Tier 1 instruction should result in no less than 80 percent of students achieving grade-level expectations. If less than 80 percent succeed in Tier 1 instruction, schools should engage in close examination of the curriculum and teaching practices and make appropriate adjustments.</p>		
1.2	<p><b>Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports</b>  Staff provide identified students strategic interventions and supports to provide access, accelerate learning, and close the achievement gap through the MTSS model.</p> <p>The District will maintain low student-to-teacher ratios in the Community Day School</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	<p>The MCS D Community Day School teacher to student ratio is: 1 teacher to an average of 8 students.</p> <p>MCS D Teacher Librarians support Tier 2-3 instruction by providing the</p>	\$22,837,595.00	\$10,947,477.00

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	<p>(CDS) and Site Day School (SDS) programs that provide a challenging curriculum and individual attention to student learning, development of social-emotional skills, and student self-esteem and resilience.</p> <p>The District provides Learning Directors to monitor the implementation of strategic and intensive intervention supports, and services to English Learners, socio-economically disadvantaged students, Foster Youth, students with Individualized Education Plans (IEPs), learning and behavior plans, Black/African American students, and/or students struggling in core academic areas.</p> <p>The District provides staff to coordinate and deliver targeted intervention services for students who are performing two grade levels or below in local and State indicators.</p> <p>Staff ensure all students with disabilities have equitable access to the support and resources necessary to promote academic achievement in alignment with IEP goals.</p> <p>The District provides Instructional Aides to support small group instruction, ELD, and individualized support within the general education setting.</p> <p>The District provides Teacher Librarians and Library Media Assistants to support 21st Century Learning environments, assist classroom teachers with literacy instruction, promote site-based literacy campaigns, and maintain high-quality libraries.</p> <p>The District continues implementing a high-quality pre-kindergarten program for all income-eligible students, including students with an individualized education plan.</p> <p>The District sustains a balanced assessment system of summative, interim, and formative</p>				<p>necessary academic/instructional supports. Teacher Librarians provide access to instructional materials that support students who receive strategic and intensive supports. In addition, Teacher Librarians provide support with regards to literacy skills, digital citizenship, note-taking, and poetry.</p> <p>There are 21 Intervention Teachers in MCSD and 18 Intervention Aides in MCSD.</p> <p>MCSD currently operates 17 State Preschool classrooms, including a specialized inclusion classroom, serving 500 students between the ages of two and five. Our dedicated team—comprising 21 teachers, a BCBA, 53 instructional aides, and dedicated support and clerical staff—has successfully adapted to an increasing enrollment of younger students. To ensure high-quality foundational support for all learners, including 48 students with an IFSP or IEP,</p>		

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	<p>tools to monitor student progress and inform instruction.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p> <p>LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Providing intervention teachers in California elementary school districts is strongly supported by research demonstrating the effectiveness of targeted, individualized instruction for students struggling to meet academic standards. Studies, such as those highlighted by the National Center on Intensive Intervention (NCII), show that specialized intervention delivered by trained professionals significantly improves outcomes for students with learning difficulties, preventing achievement gaps from widening. This focused support addresses specific academic deficits, ensuring that all students have the opportunity to succeed and aligning with the district's commitment to equitable educational practices. The District provides intervention teachers and instructional assistants to support small group instruction and targeted support in core academic areas. Metrics to monitor effectiveness will include, but not be limited to: CAASPP - ELA; CAASPP - Mathematics; CAST; Summative ELPAC; District Progress Assessment (DPA) - Reading; and/or, DPA - Mathematics. \$4,304,109</p>				<p>our staff participated in over 60 hours of professional development this year. We remain committed to equipping our students with the essential skills required for long-term academic success. We have a strong commitment to Family Engagement and offer monthly Family events in the classroom that support our Essential Learning Foundations, Program Events for families and Parent Advisory Committee.</p>		

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1.3	<p><b>Retaining High-Quality Staff</b> The highly qualified and trained staff ensures that all TK-8 grade students receive a learning experience that is accessible, equitable, and productive. Student learning is addressed through a Multi-tiered System of Supports (MTSS), which encompasses high-quality first instruction, targeted supports, and data-driven practices. The District aims to provide this experience through class size ratios (grades TK-3), professional learning, providing safe and secure environments, and recruitment efforts that attract and retain high-quality staff. Staff is provided to instruct, support, secure, upkeep, and maintain both comprehensive and supplemental learning programs and sites.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Thirty-six (36) highly qualified new teachers were hired for the 2025-2026 school year.	\$1,000.00	\$0.00
1.4	<p><b>Science, Technology, Engineering, Arts, and Mathematics (STEAM)</b> The District continues to focus on STEAM (Science, Technology, Engineering, the Arts, and Mathematics), including the provision of 21st Century Learning Environments and Maker/Innovation Spaces to support student inquiry, dialogue, and critical thinking skills.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Students are transported to the STEAM Center for two back-to-back field trip days. While at the STEAM Center, students work to answer an essential question through	\$3,600,617.00	\$1,443,844.00

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	<p>The District maintains middle school and elementary band/music programs, career and technical education opportunities, and learning excursions.</p> <p>Under the leadership of a Science Coordinator, the future of MCSD's STEAM program will be continually re-envisioned and refined.</p> <p>The District continues to invest in maker spaces and learning hubs to support STEAM activities.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>				<p>exploration and investigation of various hands-on activities. 1,1174 5th graders (47 classes) sought to answer the question: Why are there restrictions on water use in Merced? They explored rain shadows, water pollution, monitoring water resources through use of drones, and artistic representation of water as a key resource for our way of life. Then, students explored various ways to bring more fresh water to our region, and in small groups designed a water filter as a means to do so.</p> <p>101 3rd graders (4 classes as of 1/9/2025) explore why modern organisms resemble organisms that are extinct by going through four stations that build conceptual understanding behind natural selection. These activities include examining the causes behind an endangered species (California Condors), exploring the Smithsonian Museum of Natural History, evaluating fossil evidence and shared traits in the dino/bird families, and artistically</p>		

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					<p>representing variation of traits by sculpting dogs out of clay. On the second day, students play the “Survival Games” to define how the environment influences the traits in a population. The STEAM team is developing new experiences to employ use of maker technology including LEGO Education coding and robotics, coding principles with Makey Makey, and 3D printing. In December, the team piloted some of the new developments in single day events with approximately 180 students from Givens Elementary. Over 100 students attended the 2nd annual Dinner with a STEM Professional. Community members from different STEM fields participated in this event, with teachers and a few administrators attending alongside their students.</p> <p>Moreover, 7 music teachers are serving grades 4-8, 4 art teachers serving grades 7-8, and 4 tech</p>		

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					teachers serving grades 7-8		
1.5	<p><b>District-Wide Achievement Via Individual Determination (AVID)</b>  The District maintains and deepens the implementation of a District-wide AVID program at all elementary and middle schools to prepare students, including English Learners, unduplicated, and students with disabilities, for high school and college success.</p>	No	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	AVID (Advancement Via Individual Determination) supports school sites by fostering a "college-going culture" that bridges the gap between potential and opportunity for students in the academic middle. By implementing research-based strategies like WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), AVID shifts the instructional focus from rote memorization to critical thinking and self-advocacy. On a systemic level, it provides a consistent framework for professional development, encouraging teachers across all disciplines to adopt high-engagement techniques that benefit the entire student body, not just those enrolled in the elective. This collective impact reduces the achievement gap by normalizing rigorous coursework, improving organizational skills through tools like the	\$511,500.00	\$276,259.00

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					AVID binder, and creating a supportive community where underserved students feel empowered to pursue post-secondary education.		
1.6	<p><b>Teacher Resources</b> The District equips staff with district-approved supplemental resources, professional development, and targeted instructional materials to provide all students including English Learners, socio-economically disadvantaged, students in Foster Care, and students with disabilities high-quality first instruction.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Professional Development: Sessions Registered Mini-versity: 1,138 Online Elementary Reading Academy (OERA): 8 Discover Education: 23 PTKLF: 136 Handwriting Without Tears: 120 iReady: 66 IXL: 129 Literacy K-8 Support: 81 Math K-8 Support: 87 Music K-2 Support: 98 Science 7-8 Support: 24 Renaissance (Myon): 206 NWEA MAP Growth PILOT: 39 SIPPS Challenge INITIAL: 25 SIPPS ONGOING SUPPORT: 150 Keyboarding Without Tears: 31 Buy Back Day: 524	\$579,017.00	\$342,915.00
1.7	<p><b>Expanded Learning Opportunities</b> The District implements an expanded learning opportunity program and when possible, provides transportation to support students of color and other at-risk students who will benefit from personal relationships that inspire</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that	MCSD strives to provide supports to positively impact student achievement. Support services for students are designed	\$25,340,995.00	\$6,671,797.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and encourage their academic and personal success.</p> <p>The District continues partnerships with external academic and behavioral support programs to support all students through tutoring services and family support in their primary language.</p> <p>The District supports extended day and summer programming, including Extended Year programs for students with disabilities.</p> <p>The District will continue to support Categorical Programs Offices and Special Projects through site-based Categorical support staff.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>			proceeds this section.	<p>to help them succeed both academically and socially. These services often include academic tutoring, and programs to enhance social skills. Additionally, schools may offer after-school programs. The goal is to provide a nurturing environment that supports the overall growth and well-being of young students. To date, MCSD established the following supports:</p> <ul style="list-style-type: none"> <li>Bali Tutoring - Over 260 students enrolled</li> <li>Mathnasium - 64 students enrolled</li> <li>Harvest Park Educational Center - 22 students enrolled</li> <li>Restorative Justice League - Average 20 students per session</li> <li>Playhouse Merced - Average 25 students per site</li> <li>Boys &amp; Girls Club of Merced - 72 Students per session</li> <li>Merced County Arts Council ARTREE - Average 20 students per site</li> <li>Merced Academy of Rising Scholars - 394 students enrolled</li> <li>Family Literacy Program - Average 15 adult students per session</li> </ul>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					MCSD Summer Academy - 1286 students enrolled Latino Literacy Project - 18 adult students		
1.8	<p><b>Technology</b> The District maintains high-quality technology resources, infrastructure, and staff to ensure all students have equitable access to 21st-century learning opportunities.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	<p>There are six application technicians who support 19 schools and Clark Preschool. We support about 12,000 student devices (iPads and Chromebooks) and 370 charging carts.</p> <p>There are three specialists and four dedicated technicians who support technology systems, computers, laptops, network infrastructure, and other technology needs.</p> <p>From July 1, 2025, 6895 tickets have been completed for technology services.</p>	\$7,354,750.00	\$3,496,638.96
1.9	<p><b>Professional Development</b> The District provides professional learning in the areas of academics (literacy and numeracy), language acquisition, instructional design, data-driven practices, behavior response, and safety. Professional learning is provided to classified and certificated staff, as well as administrators.</p> <p>The District leverages both internal and external partners to ensure that it provides quality professional learning that addresses the needs of all students, with a focus on</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Professional Development is provided to support Tier 1 (Core) instruction as well as Tier 2 (Intervention) support in the areas of Mathematics and Literacy. A variety of vendors for supplemental resources facilitate professional learning to	\$3,296,618.00	\$2,118,591.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>improving outcomes for Black/African American students, English Learners, Foster Youth, students experiencing homelessness, and students with disabilities.</p> <p>The District contracts with research experts in the field of diversity, equity, and inclusion to conduct formal needs assessments and subsequently construct a comprehensive plan to address systemic inequities and provide training to staff inclusive of implicit bias and culturally and linguistically responsive teaching to reduce systemic inequities based on culture or language that impede access to academic achievement.</p> <p>The District identifies and visits model programs/schools in which Black/African American students are performing at the same levels as other student groups to replicate best practices in MCSD to reduce the achievement gap for Black/African American students.</p> <p>The District provides mentor teachers to all interns and teachers in the Teacher Induction Program.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>				<p>support ongoing use of the supplemental resources to meet unique student needs. Additionally, site-based professional development is provided for Math and literacy. Finally, district staff provide ongoing support of district literacy efforts.</p> <p>Professional Development: Sessions Registered Mini-versity: 1,138 Online Elementary Reading Academy (OERA): 8 Discover Education: 23 PTKLF: 136 Handwriting Without Tears: 120 iReady: 66 IXL: 129 Literacy K-8 Support: 81 Math K-8 Support: 87 Music K-2 Support: 98 Science 7-8 Support: 24 Renaissance (Myon): 206 NWEA MAP Growth PILOT: 39 SIPPS Challenge INITIAL: 25 SIPPS ONGOING SUPPORT: 150 Keyboarding Without Tears: 31 Buy Back Day: 524</p>		
1.10	<b>English Learners</b>	No	Fully Implemented	See "Expected Annual	As of January 9, 2026, the district serves 1635	\$251,252.00	\$77,101.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The District will ensure a daily, protected Designated English Language Development (D-ELD) time is included in each site's daily instructional schedule.</p> <p>The District will ensure faculty who teach D-ELD are properly credentialed.</p> <p>The District will establish and maintain a District English Learner Advisory Committee (DELAC) and ensure each school site establishes and maintains an English Learner Advisory Committee (ELAC).</p> <p>The District will establish and maintain an English Learner Master Plan which includes the specific aspects of a well-run English learner program including, but not limited to: English learner programs, reclassification procedures, and/or enrollment processes.</p> <p>The District will offer all English learners more time to learn through opportunities such as extended day, summer academy, and/or through third-party partnerships.</p> <p>The District will identify all pre-Long Term English Learners (pLTEL) and all Long Term English Learners and ensure supports are offered in order to meet English fluency standards.</p> <p>DLI The District will launch the Dual Language Immersion (DLI) program at Don Stowell Elementary beginning Fall 2025. This program will support bilingualism, biliteracy, academic achievement, and cross-cultural competencies, grounded in research-based best practices and aligned to California's Common Core and World Language Standards.</p>			Measurable Objectives" section that proceeds this section.	<p>English Learner (EL) students, 790 Reclassified Fluent English Proficient (RFEP) students, and 170 Initially Fluent English Proficient (IFEP) students. The District ensures that all school sites provide a daily, protected Designated English Language Development (D-ELD) instructional block in each site's master schedule. School sites work closely with grade-level teams to regularly monitor English Learner progress and ensure students are appropriately placed in ELD based on current data and instructional needs. Implementation of D-ELD is documented and monitored through the quarterly R-1 Compliance Form, which captures scheduling, instructional minutes, and program fidelity across all sites. In addition, the Multilingual Coordinator, in collaboration with site administrative teams, will conduct ELD walkthroughs from January through March</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>to observe instructional practices, provide feedback, and support continuous improvement in the delivery of high-quality Designated ELD instruction districtwide</p> <p>The District has established and maintains a District English Learner Advisory Committee (DELAC) and ensures that each school site establishes and maintains an English Learner Advisory Committee (ELAC). This school year, the District launched its DELAC work with a DELAC Summit, bringing together ELAC representatives from all sites to build a shared understanding of their role in supporting the academic success of English Learners. This convening marked the beginning of a new cycle of DELAC meetings for the year, with DELAC scheduled to meet five times. Throughout the year, DELAC members collaborate with district staff to provide input on the development and review of the District Master Plan for English Learner programs and</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>services, ensuring alignment with site-level plans. DELAC reviews site and district data to identify student and family needs, informs districtwide goals and program decisions for English Learners, and provides feedback on teacher and instructional aide requirements to support high-quality instruction. Additionally, DELAC reviews and offers input on reclassification criteria and processes, as well as parent and guardian notifications, strengthening communication and ensuring meaningful family engagement across the district.</p> <p>The District has established and maintains a comprehensive English Learner (EL) Master Plan that outlines the key components of a well-run English Learner program, including program models, enrollment and placement procedures, and reclassification criteria. The EL Master Plan is intentionally revisited and reviewed each year to ensure alignment with current</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>legislation, student needs, and district priorities. Through the ongoing collaboration and input of district administrators, teachers, and parent advisory groups, the Master Plan has undergone thoughtful revisions and updates over the past several years. Most recently, updates included revisions to the reclassification process for dually identified students to incorporate the Alternate ELPAC, an increased emphasis on appropriate testing accommodations, and, when applicable, the use of Exemption of Domains during assessment administration. In response to program growth, the EL Master Plan was also updated last year to include the Dual Language Immersion (DLI) program as a new language offering, open to kindergarten students in the 2025–2026 school year. During the current school year, district leadership, instructional staff, and parent partners are engaged in reviewing and refining the Master</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>Plan to reflect emerging initiatives, including the introduction of World Language offerings at the middle school level, the planned expansion of the DLI program, and potential revisions to local assessment criteria within the reclassification process.</p> <p>The District has identified all pre-Long Term English Learners (pLTEL) and Long Term English Learners (LTEL) and continues to ensure targeted supports are provided to support progress toward English fluency. Currently, the District serves 403 LTEL students and 307 pLTEL students. To strengthen identification and monitoring efforts, the District collaborated closely with the Information Technology Department to implement specific coding within the student information system. This allows school site teams to easily identify pLTEL and LTEL students, closely monitor their academic and</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					language development, and make informed instructional decisions. In addition, LTEL students have been intentionally included in the District's Champions Staff/Student Mentoring Program, providing them with increased adult connection, academic guidance, and encouragement. These combined efforts support a more coordinated, data-informed approach to meeting the unique needs of pLTEL and LTEL students and advancing progress toward English language proficiency.		
1.11	<b>Special Education</b> Staff ensure all students with disabilities have equitable access to the support and resources necessary to promote academic achievement in alignment with IEP goals.	No	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	MCSD's Special Education Team provides the following support staff to support students on active IEPs: SDC Teachers: 29 SDC Aides: 31 Psychologist: 16; +4 (interns) RSP Teachers: 31 RSP Aides: 30 SLP's: 19 (2 are virtual) SLPA: 1 Sped Students: 1,379 (Eligible)	\$17,340,045.00	\$9,238,219.00

## Goal 2

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California School Dashboard: Chronic Absenteeism Rate	2023 California School Dashboard Results 30.1% Chronic Absenteeism Rate	2024 California School Dashboard Results 21.8% Chronic Absenteeism	2025 California School Dashboard Results 23.2% Chronic Absenteeism Rate	MCS D 2025-26 Student Information System (SIS) 7.4% Chronic Absenteeism Rate *as of December 31, 2025	By 2026-2027 less than 10% of MCS D students will be chronically absent.
2.2	California School Dashboard: Suspension Rate	2023 California School Dashboard Results 4.6% Suspension Rate	2024 California School Dashboard Results 4.8% Suspension Rate	2025 California School Dashboard Results 5.9% Suspension Rate	MCS D 2025-26 Student Information System (SIS) 3.3% Suspension Rate *as of December 31, 2025	By 2026-2027 less than 2.5% of MCS D students will be suspended at least once.
2.3	DataQuest: Attendance Rate	Average Daily Attendance: 92.57 Excused Absences: 61% Unexcused Absences: 37% Out-of-School Suspension Absences: 1% Incomplete Independent Studies Absences: 0.001% 2023-24	Average Daily Attendance: 92.57 Excused Absences: 61% Unexcused Absences: 37% Out-of-School Suspension Absences: 1% Incomplete Independent Studies Absences: 0.001% 2023-24	Average Daily Attendance: 92.59% Excused Absences: 55.7% Unexcused Absences: 42.2% Out-of-School Suspension Absences: 1.4% Incomplete Independent Studies Absences: 0.7% 2024-25	MCS D 2025-26 Student Information System (SIS) Average Daily Attendance: 91.2% Excused Absences: 57.9% Unexcused Absences: 40.5% Out-of-School Suspension Absences: 1.6%	By 2026-2027 MCS D reasons for absences will improve: Average Daily Attendance: 95% Excused Absences: 71% Unexcused Absences: 27% Out-of-School Suspension Absences: 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Incomplete Independent Studies Absences: N/A *as of December 31, 2025	Incomplete Independent Studies Absences: 0.001%
2.4	DataQuest: Expulsion Rate	1/11,834 students or 0.0005% Expulsion Rate 2022-23	13/11,932 or <0.01% Expulsion Rate 2023-24	8/11,977 or <0.01% Expulsion Rate 2024-25	MCS D 2025-26 Student Information System (SIS)  4/10,874 or <0.003% *as of December 31, 2025	By 2026-2027 MCS D will have improved services so that no students are expelled.
2.5	Williams Act: Facilities Inspection Tool	100% of schools rated as Facilities in Good Repair 2023-24	100% of schools rated as Facilities in Good Repair 2024-25	100% of schools rated as Facilities in Good Repair 2025-26	100% of schools rated as Facilities in Good Repair 2025-26	By 2026-2027 100% of MCS D school facilities will be rated as in Good Repair.
2.6	California Healthy Kids Survey: Percent of students reporting their sense of safety and belonging at the school	Safety: Fifth-grade; 69% Sixth-grade; 66% Seventh-grade; 51% Eighth-grade; 49%  Belonging: Fifth-grade; 68% Sixth-grade; 62% Seventh-grade; 50% Eighth-grade; 49% 2023-24	Safety: Any indication of 'Yes': Fifth-grade; 95% Sixth-grade; 93%  Indication of 'Safe' or 'Very Safe': Seventh-grade; 47% Eighth-grade; 44%  Belonging: Indication of "Yes, most of the time", or "Yes, all of the time": Fifth-grade; 69% Sixth-grade; 69%  Indication of "Agree" or "Strongly Agree": Seventh-grade; 50% Eighth-grade; 46% 2024-25	Not Applicable.	MCS D will be using another survey tool - Center for Model Schools (CMS) - to identify students' sense of safety and belonging at school.	By 2026-2027 MCS D California Healthy Kids Survey will report students:  Safety: Fifth-grade; 100% Sixth-grade; 100% Seventh-grade; 100% Eighth-grade; 100%  Belonging: Fifth-grade; 100% Sixth-grade; 100% Seventh-grade; 100% Eighth-grade; 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	California Healthy Kids Survey: Percent of parents reporting their sense of safety and belonging at the school	Safety: 86% Belonging: 86% 2023-24	Safety: 89% of Parents indicate "Agree" or "Strongly Agree"  Belonging: 85% of Parents indicate "Agree" or "Strongly Agree" 2024-25	Not Applicable.	MCSD will be using another survey tool - Center for Model Schools (CMS) - to identify parents' sense of safety and belonging at school.	By 2026-2027 MCSD California Healthy Kids Survey will report parents:  Safety: 100%  Belonging: 100%
2.8	California Healthy Kids Survey: Percent of staff reporting their sense of safety and belonging at the school	Safety: 95% Belonging: 92% 2023-24	Safety: 93% of Staff indicate "Agree" or "Strongly Agree"  Belonging: 91% of Staff indicate "Agree" or "Strongly Agree" 2024-25	Not Applicable.	MCSD will be using another survey tool - Center for Model Schools (CMS) - to identify staff sense of safety and belonging at school.	By 2026-2027 MCSD California Healthy Kids Survey will report staff:  Safety: 100%  Belonging: 100%
2.9	Middle School Dropout Rates	0% Middle School Dropout Rate 2023-24	0% Middle School Dropout Rate 2024-25	Not Applicable	0% of Middle School Dropout Rate 2025-26	By 2026-27 MCSD will continue to ensure that no MCSD middle school student drops out.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)</b> The District ensures all students are supported through a Multi-Tiered System of Support (MTSS) for behavioral and social-emotional needs. Pupil Services staff including district administrators and behavior aides provide students with targeted, positive interventions.	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	MCSD leverages a School Attendance Review Board (SARB) team to follow-up on extreme attendance cases. So far, MCSD has conducted the sixty-six (66) SARB meetings to date: September 18 - 22;	\$3,772,117.00	\$2,253,962.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The District builds staff capacity and deepens the implementation of PBIS through training through internal and external partners. Training focuses on strategies to effectively respond to adverse childhood experiences (ACES) and trauma-informed practices to engage students and families in addressing students' social-emotional health needs.</p> <p>Staff and students engage in restorative practices to resolve conflict, build community, and strengthen positive relationships.</p> <p>The District provides social workers and clinical-level mental health services for students and families.</p> <p>The District partners with the Merced County Office of Education (MCOE) to share services of county court staff to support families with students who are chronically absent to increase student attendance and engagement. Services include connecting families with social services available through the community and the school.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p> <p>LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Board Certified Behavioral Analysts (BCBAs) provide evidence-based interventions rooted in Applied Behavior Analysis (ABA), which has extensive research supporting its effectiveness in improving social, communication, and academic skills for students with diverse</p>				<p>October 23 - 17; November 20 - 16; and, December 11 - 11.</p> <p>MCSO employs four (4) Social Workers to support our students and their families. So far, MCSO Social Workers have supported 226 cases and resolved or closed 124 cases. To date, there are 102 open cases.</p> <p>MCSO hires 8 Board Certified Behavioral Analysts (BCBAs).</p> <p>This year BCBAs are on track to host a total of 61 of PBIS professional development trainings which support certificated and classified staff's learning. The trainings range from district leadership meetings, site leadership meetings, PBIS work days for both elementary and middle schools, specialist workshops, PBIS focused professional development trainings, site requests for training, mini-veristy sessions, behavior cafes for teachers, and transportation</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>learning needs. Their expertise allows for individualized behavior support plans that address challenging behaviors and promote skill acquisition, leading to enhanced educational outcomes and a more inclusive learning environment. For instance, a meta-analysis by Eldevik et al. (2009) demonstrated significant positive effects of ABA-based interventions for children with autism spectrum disorder, highlighting the value BCBA's bring to elementary school settings.</p> <p>Pupil Services staffing includes Board Certified Behavior Analysts (BCBAs) (4) to support students with targeted, positive interventions. Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports; California School Dashboard: Chronic Absenteeism Indicator and/or, California School Dashboard: Suspension Rate Indicator. \$637,046</p> <p>Effective clinical mental health supports for students in a California elementary school district are crucial for fostering well-being and academic success. Research indicates that school-based mental health services, such as those integrated within a Multi-Tiered System of Supports (MTSS) framework, can significantly improve student mental health outcomes and reduce barriers to care (California Student Mental Health Implementation Guide, 2024). These comprehensive approaches, including prevention, early intervention, and intensive services, help address a range of student needs, from social-emotional development to serious mental health conditions.</p> <p>MCSD will use suspension rates and/or attendance rates to track the progress of students who receive support from the contracted services.</p> <p>The District contracts with a vendor to provide mental health supports for students and families. \$60,000.</p>				<p>professional development.</p> <p>At this time, 35 of these sessions have been completed (110 hours of professional development time) which served 772 participants district wide.</p> <p>These numbers may continue to increase if the district office, departments, and/or school sites request additional professional development sessions.</p> <p>BCBA serve MCSD students by providing direct services and consultation support. Currently BCBAs have 439 students on their collective caseloads.</p> <p>This upcoming semester, Liz Duran (BCBA) and Brandon Castro (Counselor) will work with Sierra Vista to provide monthly parent training sessions. There will be 5 total sessions. Parents will be able to learn new strategies, discuss important information regarding their children's social-emotional-behavior needs and receive</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					resources to aide their parenting goals.		
2.2	<p><b>Safe Schools and Healthy Students</b> The District ensures safe schools by providing intramural activities and coaches, health and wellness noon duty staff, health and wellness equipment, school resource officers, and contracted services to detect illegal or prohibited substances at school, and maintain student safety through the use of security mechanisms (e.g. cameras, fencing, locks).</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p> <p>LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Campus security liaisons in California elementary school districts provide a proactive layer of safety, fostering a secure environment essential for student well-being and learning. Their presence can deter potential threats and facilitate rapid response to incidents, thereby enhancing overall campus security. This strategy is supported by research highlighting the positive impact of visible security personnel on school safety and student perceptions of security. MCSD will use suspension rates and/or attendance rates to track the progress of sites that receive support from campus security liaisons. The District ensures safe schools by providing safety liaisons (4) to maintain student safety and a sense of belonging. Metrics to monitor</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	<p>MCSD employs 47 total Health and Wellness funded Noon Supervisors across the District.</p> <p>Also, MCSD has hired 18 Campus Security Liaisons and 2 School Resources Officers. We also have 4 canine inspections each quarter at all 4 middle schools. They utilize 1-2 different canines for the inspections.</p>	\$3,996,143.00	\$1,469,264.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports; California School Dashboard: Chronic Absenteeism Indicator and/or, California School Dashboard: Suspension Rate Indicator. \$332,413.						
2.3	<p><b>Student Wellness</b> The District ensures the physical and mental health of all students by providing additional nurses, health aides, counselors, and psychologists to increase students' sense of well-being, attendance, and engagement in learning.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	There are 18 Health Aides and 9 School Nurses along with 23 school counselors.	\$10,693,829.00	\$5,312,251.00
2.4	<p><b>Middle School Sports</b> The District continues funding middle school sports such as coaches, referees, and services, transportation, and a cycle of replacement for athletic uniforms to increase students' sense of belonging to the school.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	To date eight (8) sports programs at each MCSD middle school have been offered: Cross-Country Boys Soccer Girls Volleyball Girls Soccer Boys Volleyball Cheer Boys Basketball	\$293,709.00	\$111,346.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.				Girls Basketball.		

### Goal 3

#### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	California Healthy Kid Survey, California School Staff Survey, and the California School Parent Survey: Participation Rates	Parent Responses; 1,141 Staff Responses; 761 Student Responses; 4,734 (Only grades 5, 6, 7, and 8) 2023-24	Parent Responses: 576; Staff Responses: 509; Student Responses: 4,746 (Only grades 5, 6, 7, and 8). 2024-25	Not Applicable.	MCS D will be using another survey tool - Center for Model Schools (CMS) - to survey students, staff, and families in January 2026.	By 2026-2027 MCS D will improve its CHKS/CSSS/CSPS response rates to: Parent Responses; 1,500 Staff Responses; 800 Student Responses; 4,800 (Only grades 5, 6, 7, and 8)
3.2	California School Parent Survey: percent of parents who feel welcome to participate in school activities	86% of parents reported feeling welcome to participate 2023-24	85% of parents reported feeling welcome to participate 2024-25	Not Applicable.	MCS D will be using another survey tool - Center for Model Schools (CMS) - to survey parents regarding welcoming school environments in January 2026.	By 2026-2027, 100% of MCS D parents will report feeling welcome to participate in school activities.
3.3	ParentSquare / Facebook Communications	Parent messages; 355 ParentSquare messages and over 300 Facebook posts 2023-24	Parent messages: 117 ParentSquare messages; 260 Facebook posts. 2024-25	Not Applicable.	To date, MCS D has sent out 117 ParentSquare Messages 260 Facebook Posts	By 2026-2027, MCS D will engage with its parents more by sending the following number of Parent messages:  500 ParentSquare messages  300 Facebook posts
3.4	Parental Involvement in the IEP Process	99% of parents participated in the IEP process.	99% of parents participated in the IEP process.	Not Applicable.	99% of MCS D Parents are involved in the IEP Process.	By 2026-2027, 100% of MCS D parents of students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		2023-24	2024-25			exceptional needs will participate in the development and monitoring of their child's education plan.
3.5	MCSO Local Control Accountability Plan Parent Advisory Committee Participation	95% of MCSO LCAP PAC participated in the MCSO LCAP PAC 2023-24	95% of MCSO LCAP PAC participated in the MCSO LCAP PAC 2024-25	Not Applicable.	80% of MCSO LCAP PAC participated in the MCSO LCAP PAC.	By 2026-2027, 100% of all site LCAP PAC representatives, including parents of unduplicated pupils, participate in LCAP PAC meetings.
3.6	Parental Participation Regarding Unduplicated Student Programs	0% of MCSO Unduplicated families are communicated directly and intentionally regarding MCSO's programs through ParentSquare as evidenced by ParentSquare active contacts. 2023-24	99% of MCSO Unduplicated families are communicated directly and intentionally regarding MCSO's programs through ParentSquare as evidenced by ParentSquare active contacts. 2024-25	Not Applicable.	99% of MCSO Unduplicated families are communicated directly and intentionally regarding MCSO's programs through ParentSquare as evidenced by ParentSquare active contacts.	By 2026-2027 100% of MCSO Unduplicated families will be communicated with intentionally via ParentSquare as evidenced by ParentSquare active contacts.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Community Outreach</b> Community Outreach Specialists and Community Liaisons ensure schools are welcoming, inclusive, informative, and organized communities where all families feel empowered to participate fully as partners in their child's education, and in their home language.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts, and Mathematics, chronically</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	MCSO employs 3 Community Outreach Specialists (COS) to ensure that our community is met with the language of their home. To date, the COS team has completed 240 requests for support. By the end of January 2026, the COS team would have completed 15 opportunities where	\$798,775.00	\$423,832.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	absent and/or have high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.				they meet families in front of our schools to provide district-based updates and upcoming opportunities - known as "FERC Fridays". MCSD's Family Engagement Resource Center (FERC) Literacy Program provides basic instruction in English for MCSD Families to 24 participants.		
3.2	<p><b>Communication</b> The Director of Communications and the Communications Specialist serve as the creative architects for internal and external communications. They focus on engaging traditionally disenfranchised families and students from low-income families, including students whose language is not English; building school-family partnerships through effective communication, and strengthening trust-based relationships by serving as a bridge to all educational partners.</p> <p>The District invests in professional learning and resources to support effective and appropriate communication as well as providing interpretation equipment, and customer service training for office staff.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts, and Mathematics, chronically absent and/or have high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	<p>To date, the MCSD Communications Department has processed 200 Help Desk Request Tickets.</p> <p>117 Parent Square Posts - The District has scaled back on direct posts for all families due to feedback through a survey where families mentioned they prefer to receive upcoming resourceful information directly from their site rather than from the District Office. The Comms Dept. organizes informational resources for site administration to share out, through a google drive. Additionally, the Communications Dept. curates a monthly "all staff" and "all families" post with upcoming events and resources our school</p>	\$438,014.00	\$216,428.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>communities can take advantage of.</p> <p>260 Social Media Posts, and over 5,000 instagram stories (platforms are Instagram and Facebook) Each post/reel averages anywhere from 3,000 to 10,000 views from followers and non-followers.</p> <p>In 2022 Merced City School District had 1,000 followers on Instagram, and now has grown to 3,060 active followers who engage regularly on our posts and videos.</p> <p>7 Superintendent Newsletters - This monthly newsletter from Superintendent Stocking provides staff, families, and community members a wonderful opportunity to hear a message or video from Superintendent Stocking, and an opportunity to see some valuable information about the District and our community in one consolidated space. The newsletter is free to subscribe to for anyone, anywhere.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>20 videos thoroughly showcasing various departments, resources, and projects across Merced City School District. These videos are intended to provide our community with a deeper understanding of some of the many resources available to them, and the hard work that goes into ensuring our schools include spaces where all students can learn and thrive in their educational journey.</p> <p>Approximately 100 printed documents including (brochures, flyers, half-page sheets, bulletin boards, banners, yard signs) for various departments curated by the Communications Dept. to ensure available resources are accessible to our families no matter what their preferred methods of communication are. The documents are translated and available in English, Spanish, and Hmong.</p>		
3.3	<p><b>Family Engagement</b> The District provides all families with a Family Engagement Resource Center (FERC) that offers parent education opportunities such as</p>	No	Fully Implemented	See "Expected Annual Measurable Objectives"	There are seventy (70) certificated staff designated as bilingual	\$174,801.00	\$45,936.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>parenting, English language, technology, school governance, nutrition classes, and access to community resources to strengthen the relationship between parents and the school. FERC staff support site-based parent education by developing learning modules and providing module training to site designees to ensure parents are informed and can participate fully in their child's education.</p> <p>The District supports bilingual staff, materials, and supplies necessary to maintain the program.</p>			<p>section that proceeds this section.</p>	<p>serving with credentials in BCLAD areas.</p> <p>A total of sixty four (64) classified personnel receive a bilingual stipend for their service.</p>		

## Goal 4

### Goal Description

By June 2026, the district will improve outcomes for Black/African American students, Long term English Learners, Students with Disabilities, students in foster care, and students experiencing homelessness—the groups identified on the California School Dashboard as performing below standard in the past and current year. Specifically, the district will increase English Language Arts and Math proficiency rates for these students by 10 percentage points, reduce chronic absenteeism by 5 percentage points, and decrease suspension rates by 3 percentage points. Progress will be measured annually using CAASPP results, the Chronic Absenteeism indicator, and the Suspension Rate indicator on the California School Dashboard.

MCSD prefers to indicate and include all underperforming student groups beyond those student groups included within the "Unduplicated Student" definition who supplemental and concentration funds are directed towards. MCSD provides supplemental services and supports for Black/African American students, Long-Term English Learners, Students with Disabilities, students in foster care, and students experiencing homelessness. These MCSD student groups have been identified in past and present years by the state of California as achieving below standard in one or more of the following indicators: academic achievement (English Language Arts and Math), attendance, and/or suspension rates.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	California School Dashboard: CAASPP: English Language-Arts, grades 3 - 8	<p>2023 California Dashboard: CAASPP: English LanguageArts, grades 3 - 8</p> <p>Black/African American: 84.8 points below standard, 318 students</p> <p>Foster Youth: 97.8 points below standard, 69 students</p> <p>Homeless: 95.6 points below standard, 71 students</p>	<p>2024 California Dashboard: CAASPP: English Language Arts, grades 3 - 8</p> <p>Black/African American: 80.5 points below standard, 326 students</p> <p>Foster Youth: 92.3 points below standard, 66 students</p> <p>Homeless: 94.6 points below standard, 79 students</p> <p>Students with Disabilities: 132.1 points below standard *baseline year</p>	<p>2025 California School Dashboard Results All Students: 40.7 points below standard.</p> <p>Improvement of 9.6 points from baseline, or 76% progress towards goal. (Yellow Indicator)</p> <p>Students with Disabilities: 121.8 points below standard (Orange Indicator)</p> <p>English Learner Students: 75.3 points below standard (Orange Indicator)</p> <p>Long-Term English Learners:</p>	Not Applicable.	By 2026-2027, MCSD focus students will increase their CASPP English Language Arts average scores by 25%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>Long-Term English Learners: 112 points below standard *baseline year</p>	<p>108.4 points below standard (Orange Indicator)</p> <p>African-American Students: 81.7 points below standard (Red Indicator)</p> <p>Socioeconomically Disadvantaged Students: 50.4 points below standard (Yellow Indicator)</p> <p>Foster Youth Students: 63.5 points below standard (Yellow Indicator)</p> <p>Homeless Students: 118.5 points below standard (Red Indicator)</p>		
4.2	California School Dashboard: CAASPP: Mathematics, grades 3 - 8	<p>2023 California Dashboard: CAASPP: Mathematics, grades 3 - 8</p> <p>Black/African American: 129.6 points below standard, 318 students</p> <p>Foster Youth: 126.3 points below standard, 68 students</p> <p>Homeless: 124.8 points below standard, 71 students</p>	<p>2024 California Dashboard: CAASPP: Mathematics, grades 3 - 8</p> <p>Black/African American: 123 points below standard, 323 students</p> <p>Foster Youth: 113 points below standard, 65 students</p> <p>Homeless:</p>	<p>2025 California School Dashboard Results</p> <p>All Students: 78.1 points below standard Improvement of 4.8 points from baseline, or 23.2% progress towards goal. (Yellow Indicator)</p> <p>Students with Disabilities: 152.2 points below standard (Orange Indicator)</p>	Not Applicable.	By 2026-2027, MCSD focus students will increase their CASPP English Language Arts average scores by 25%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>122.9 points below standard, 86 students</p> <p>Students with Disabilities: 155.7 points below standard *baseline year</p> <p>Long-Term English Learners: 175.5 points below standard *baseline year</p>	<p>English Learner Students: 106.4 points below standard (Orange Indicator)</p> <p>Long-Term English Learners: 163.2 points below standard (Orange Indicator)</p> <p>African-American Students: 121.4 points below standard (Red Indicator)</p> <p>Socioeconomically Disadvantaged Students: 87.7 points below standard (Yellow Indicator)</p> <p>Foster Youth Students: 88.9 points below standard (Yellow Indicator)</p> <p>Homeless Students: 144.7 points below standard (Red Indicator)</p>		
<b>4.3</b>	District Progress Assessment 3: Reading, grades K - 8	<p>Reading DPA III, 2023-24</p> <p>Overall: 40% On or Above Grade-level</p> <p>English Learner Students:</p>	<p>Reading DPA II, 2024-25</p> <p>Overall: 36% On or Above Grade-level</p>	<p>Reading DPA II, 2025-26</p> <p>To Be Determined</p>	<p>Reading DPA I, 2025-26</p> <p>Overall: 19% On or Above Grade-level</p>	<p>By 2026-2027 the following student groups will improve their DPA Reading scores to:</p> <p>Black/African American : 58% Above/On Level</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>20% On or Above Grade-level</p> <p>Students with Disabilities: 14% On or Above Grade-level</p> <p>African-American Students: 32% On or Above Grade-level</p> <p>Foster Youth Students: 28% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged: 38% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade level *not reported on DPA</p>	<p>English Learner Students: 12% On or Above Grade-level</p> <p>Students with Disabilities: 10% On or Above Grade-level *baseline year</p> <p>African-American Students: 30% On or Above Grade-level</p> <p>Foster Youth Students: 29% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 32% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade-level *not reported on DPA</p> <p>**NOTE: MCS D only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.</p>		<p>English Learner Students: 3% On or Above Grade-level</p> <p>Students with Disabilities: 5% On or Above Grade-level</p> <p>African-American Students: 15% On or Above Grade-level</p> <p>Foster Youth Students: 14% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 15% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade level *not reported on DPA</p>	<p>Foster Youth: 53% Above/On Level</p> <p>Homeless: Not Reported on DPA</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.4	District Progress Assessment 3: Mathematics, grades K - 8	<p>Math DPA III, 2023-24</p> <p>Overall 33% On or Above Grade-level</p> <p>English Learner Students: 19% On or Above Grade-level</p> <p>Students with Disabilities: 14% On or Above Grade-level</p> <p>African-American Students: 24% On or Above Grade-level</p> <p>Foster Youth Students: 29% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged: 31% On or Above Grade Level</p> <p>*Homeless Students % On or Above Grade level *not reported on DPA</p>	<p>Math DPA II, 2024-25</p> <p>Overall: 24% On or Above Grade-level</p> <p>English Learner Students: 11% On or Above Grade-level</p> <p>Students with Disabilities: 8% On or Above Grade-level *baseline year</p> <p>African-American Students: 17% On or Above Grade-level</p> <p>Foster Youth Students: 19% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 20% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade-level *not reported on DPA</p>	<p>Math DPA II, 2025-26</p> <p>To Be Determined</p>	<p>Math DPA I, 2025-26</p> <p>Overall: 9% On or Above Grade-level</p> <p>English Learner Students: 1% On or Above Grade-level</p> <p>Students with Disabilities: 9% On or Above Grade-level</p> <p>African-American Students: 6% On or Above Grade-level</p> <p>Foster Youth Students: 4% On or Above Grade-level</p> <p>Socioeconomically Disadvantaged Students: 6% On or Above Grade Level</p> <p>*Homeless Students: % On or Above Grade level *not reported on DPA</p>	<p>By 2026-2027 the following student groups will improve their DPA Reading scores to:</p> <p>Black/African American : 50% Above/On Level</p> <p>Foster Youth: 55% Above/On Level</p> <p>Homeless: Not Reported on DPA</p>
4.5	California School Dashboard: Suspension Rates, grades TK - 8	<p>2023 California School Dashboard Results</p> <p>Black/African American: 12.4% suspended at least</p>	<p>2024 California School Dashboard Results</p> <p>Black/African American:</p>	<p>2025 California School Dashboard Results</p> <p>Black/African American:</p>	<p>MCSD 2025-26 Student Information System (SIS)</p> <p>All Students:</p>	<p>By 2026-2027 the following student groups will be suspended less, at the following rates:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>one day, 73/590 students</p> <p>Foster Youth: 12.3% suspended at least one day, 26/211 students</p> <p>Homeless: 8.5% suspended at least one day, 15/176 students 2023-24</p>	<p>11.5% suspended at least one day, 75/651 students</p> <p>Foster Youth: 14.8% suspended at least one day, 31/209 students</p> <p>Homeless: 5.6% suspended at least one day, 17/305 students</p> <p>Students with Disabilities: 6.6% suspended at least one day, 100/1,516 students *baseline year</p> <p>Long-Term English Learners: 15.4% suspended at least one day, 50/324 students *baseline year 2024-25</p>	<p>14.9% suspended at least one day, 95/643 students (Red Indicator)</p> <p>Foster Youth: 9.1% suspended at least one day, 20/220 students (Yellow Indicator)</p> <p>Homeless: 12.4% suspended at least one day, 24/194 students (Red Indicator)</p> <p>Students with Disabilities: 8% suspended at least one day, 136/1,699 students (Red Indicator)</p> <p>Long-Term English Learners: 12.2% suspended at least one day, 41/336 students (Yellow Indicator)</p>	<p>3.3% Chronic Absenteeism Rate</p> <p>Black/African American: 9.3% suspended at least one day</p> <p>Foster Youth: 5.4% suspended at least one day</p> <p>Homeless: 5.9% suspended at least one day</p> <p>Students with Disabilities: 6.7% suspended at least one day</p> <p>Long-Term English Learners: 5.6% suspended at least one</p> <p>*as of December 31, 2025</p>	<p>Black/African American: 5% suspended at least one day</p> <p>Foster Youth: 5% suspended at least one day</p> <p>Homeless: 5% suspended at least one day</p>
4.6	California School Dashboard: Chronic Absenteeism Indicator, grades TK - 8	<p>2023 California School Dashboard Results</p> <p>Black/African American: 47.9% chronically absent, 269/562 students</p> <p>Foster Youth: 30.7% chronically absent, 58/189 students</p>	<p>2024 California School Dashboard Results</p> <p>Black/African American: 38.6% chronically absent, 236/612 students</p> <p>Foster Youth: 26.9% chronically absent, 49/182 students</p>	<p>2025 California School Dashboard Results</p> <p>Black/African American: 43.6% chronically absent, 267/612 students (Red Indicator)</p> <p>Foster Youth:</p>	<p>MCSD 2025-26 Student Information System (SIS)</p> <p>All Students: 7.4% Chronic Absenteeism Rate</p> <p>Black/African American: 13.1% chronically absent</p>	<p>By 2026-2027 the following student groups will be chronically absent less, at the following rates:</p> <p>Black/African American: 20% chronically absent</p> <p>Foster Youth: 15% chronically absent</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Homeless: 72.3% chronically absent, 120/166 students 2023-24	Homeless: 50.9% chronically absent, 141/277 students  Students with Disabilities: 31% chronically absent, 457/1,474 students *baseline year  Long-Term English Learners: 21.2% chronically absent, 67/316 students *baseline year 2024-25	24% chronically absent, 44/183 students (Orange Indicator)  Homeless: 63% chronically absent, 111/181 students (Red Indicator)  Students with Disabilities: 34% chronically absent, 561/1,651 students (Red Indicator)  Long-Term English Learners: 24.1% chronically absent, 78/324 students (Red Indicator)	Foster Youth: 10.2% chronically absent  Homeless: 22.8% chronically absent  Students with Disabilities: 8.7% chronically absent  Long-Term English Learners: 7.8% chronically absent  *as of December 31, 2025	Homeless: 40% chronically absent

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p><b>Recruitment, Hiring, and Retention of Diverse Staff</b></p> <p>Purposefully conduct outreach to recruit, hire, and retain culturally, racially, and linguistically diverse staff; and conduct targeted recruitment at diverse colleges and universities (e.g. Historically Black Colleges and Universities, National Hispanic University, Drew University), with teacher preparation and/or ethnic studies programs.</p> <p>Identified Need:</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	We continue to build relationships with Historically Black Colleges and Universities (HBCUs). We offer recruitment information on many of their virtual platforms. We participated in the employment showcases for universities that were included in the US	\$12,682.00	\$6,077.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>				<p>Department of Education as Historically Black Colleges to include Texas Southern University, Savannah State University, and Jackson State University. We continue to attempt to increase intentional outreach connections.</p> <p>MCS D intentionally rescripted and created new recruitment videos to showcase our personnel who reflect the diverse staff we seek.</p>		
4.2	<p><b>Student Success Coordinator</b> Assign a coordinator to identify Black/African Americans, Long-Term English Learners, students with disabilities, students in foster care, and students experiencing homelessness with academic, attendance, and engagement needs to coordinate, communicate, and monitor tutorial and mentorship programs.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	<p>The role is focused on providing services, resources, and guidance to ensure students stay on track academically, emotionally, and socially.</p> <p>Key responsibilities of a Student Success Coordinator include: Offering tutoring services, study skills workshops, or helping students with time management and organizational skills.</p> <p>Overall, a Student Success Coordinator aims to enhance the students' overall experience and increase their chances</p>	\$226,586.00	\$109,388.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					of academic success and completion.		
4.3	<p><b>Staff Training</b> Develop and create a long-term system that promotes and incentivizes the completion of coursework focused on cultural and linguistic responsiveness and asset-based instruction for all teachers and all instructional support staff.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Each of our sessions asks presenters to share two key components; How does this learning directly connect to my instruction to English Learner students? How do I differentiate this instruction to meet the needs of all learners represented in our classrooms. Additionally, we strive to maintain and asset focused approach to our teaching and learning, recognizing that each learners (adult or child) brings with them valuable life experiences, knowledge, abilities, language and culture which we strive to capitalize on, celebrate and integrate into the learning at hand.  All professional development is geared to model what we expect to see in our classrooms.	\$7,396.00	\$0.00
4.4	<p><b>Student Mentorship</b> Institute and expand small group and/or individualized elite mentoring and tutoring services for Black/African American, Long-</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives"	MCSD strives to identify opportunities for students to participate in to find	\$1,109,530.00	\$680,100.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Term English Learners, students with disabilities, students in foster care, and students experiencing homelessness.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>			section that proceeds this section.	mentors. To date, MCSD has partnered with Harvest Park Educational Center, Improve Your Tomorrow, School Yard Rap, Youth Leadership Institute, Love, Faith & Hope, and Restorative Justice League.		
4.5	<p><b>Differentiated Instruction</b> Explore and provide professional development grounded in competency-based education structures and methods to support the academic progress of African American, Long-Term English Learners, students with disabilities, Homeless, and students in foster care.</p> <p>***PLEASE REFER TO MCSD LCAP GOAL 1.9 FOR MORE DETAILS***</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	MCSD has provided schools with on-site professional development pertaining to Universal Design for Learning (UDL) and the Multi-Tiered System of Support (MTSS). Both of these frameworks work in tandem as the state's primary framework for inclusive education, while the Center for Model Schools provides the leadership strategy to sustain these efforts. UDL serves as the proactive instructional foundation, challenging	\$100.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.				teachers to design flexible lessons from the start that remove barriers for diverse learners—ensuring that students have multiple ways to engage with, represent, and express their knowledge. This instruction is delivered through MTSS, a comprehensive "whole child" framework that organizes schools into three tiers of support (Universal, Targeted, and Intensive) to address not just academic needs, but also social-emotional and behavioral health. To make these systems effective, the Center for Model Schools (formerly ICLE) partners with MCSD to provide leadership coaching and "shoulder-to-shoulder" consulting, helping administrators move beyond traditional "factory model" schooling toward high-performing environments that prioritize rigorous teaching and equitable student outcomes. .		
4.6	<b>Advisory Committees</b> Develop advisory committees consisting of families and advocates focused on increasing communication and partnership with families and advocates of African American students, Long-Term English Learners, students with	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that	MCSD has conducted one (2) Black/African-American and one (2) Lowest Performing Student Advisory meeting to date.	\$10,196.00	\$3,414.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>disabilities,students in foster care, and students experiencing homelessness.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.</p>			proceeds this section.			
4.7	<p><b>Equity Survey</b> Expand research to continue the development of a multi-year equity plan by including in-depth empathy interviews and listening sessions to further identify and address the needs of Black/African American students, Long-Term English Learners, students with disabilities,students in foster care, and students experiencing homelessness.</p> <p>Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups,</p>	Yes	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	The 2026 MCSD Spring Equity Survey is planned for May 2026.	\$1,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	please refer to the Reflections: Annual Performance section beginning on page 14 of this document.						

## Goal 5

### Goal Description

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

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	CDS Suspension Rate: California School Dashboard	2023 California School Dashboard 7.9% Suspension Rate	2024 California School Dashboard 11.1% Suspension Rate	2024 California School Dashboard 11.8% Suspension Rate (Red Indicator)	MCSD 2025-26 Student Information System (SIS) 13.8% Chronic Absenteeism Rate *as of December 31, 2025	5% Suspension Rate
5.2	CDS Chronic Absenteeism Rate: California School Dashboard	2023 California School Dashboard 44.8% Chronic Absenteeism Rate	2024 California School Dashboard 46.5% Chronic Absenteeism Rate	2024 California School Dashboard 41.9% Chronic Absenteeism Rate (Orange Indicator)	MCSD 2025-26 Student Information System (SIS) 24.3% Suspension Rate *as of December 31, 2025	25% Chronic Absenteeism Rate

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<b>Social-Emotional Supports</b> MCSD will provide social-emotional supports for students enrolled at its Community Day School (CDS) in order for students to meet their behavioral, attendance, and academic goals.	No	Fully Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Students at CDS receive daily whole class social emotional learning lessons using evidence based curriculums and video modeling. Our counselor or our teachers facilitate these lessons that are developed by the	\$50,535.00	\$25,863.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>BCBA. Each week has a targeted SEL focus; character building, social skills, behavior skills, and growth mindset are the main umbrellas for all SEL focuses.</p> <p>In the afternoon, each student receives individualized behavior skills training that aligns with their CDS exit goals. Data is taken daily on their progress and shared with their parents.</p> <p>During recess, our students benefit from structured play to promote social skills. This is led by either our counselor or a behavior SCIA.</p> <p>If a student is struggling to make progress extra social emotional support is provided by our school psychologist in the form of ERMHS or by our Aspiranet provider.</p>		
5.2	<p><b>Parent Involvement</b> CDS will develop a quarterly newsletter in order to communicate school behavior expectations, strategies for at-home discipline, self-regulation, and attendance. The newsletter will also seek input and feedback from parents by way of a brief survey.</p>	No	Partially Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	Two newsletters have gone out to our parent partners; one parent survey has been given to parents thus far. Two more are scheduled to go out; one at the end of each quarter. Newsletters	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>will cover the importance of daily attendance, how to support self regulation at home, and teaching replacement behavior skills.</p> <p>In addition BCBA and Counselor have collaborated to host additional parent engagement opportunities at back to school, student award ceremonies, and open house.</p>		
5.3	<p><b>Student Attendance Plan</b> CDS will implement an attendance plan to include student and class recognition in order to celebrate meeting specific schoolwide goals.</p>	No	Partially Implemented	See "Expected Annual Measurable Objectives" section that proceeds this section.	<p>Each month attendance rates are calculated for each student. If the student meets the monthly goal, they are invited to participate in the attendance party. Each attendance party has a student selected treat and activity. Students provide feedback on what type of party they would like through reinforcer surveys and through conversation. In addition, at the end of each quarter students who have met the district attendance criterion of 96% for that quarter are awarded an award certificate.</p> <p>CDS was honored at a board meeting at the start of this school year</p>	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					for most improved attendance! CDS was first place in the district because we had an increased attendance of 2.91 when comparing this September 2025 to last September 2024.		

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	158,423,707	160,371,892
LCFF Supplemental/Concentration Grants	40,571,015	40,567,658