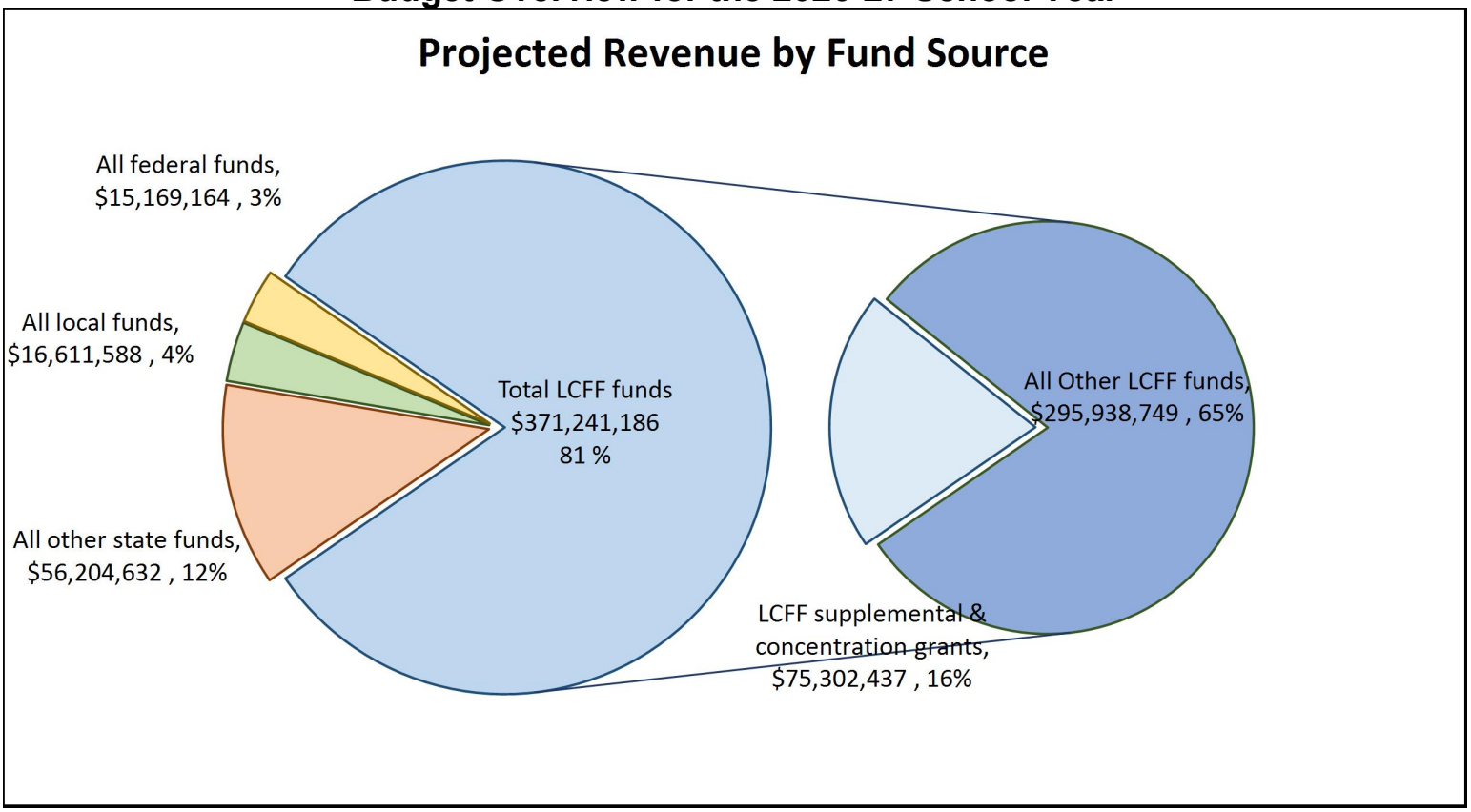
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manteca Unified School District
CDS Code: 39685930000000
School Year: 2026-27
LEA contact information:
Dr. Clark Burke
Superintendent
cburke@musd.net
(209) 825-3200

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

Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Manteca Unified School District is $459,226,570, of which $371,241,186 is Local Control Funding Formula (LCFF), $56,204,632 is other state funds, $16,611,588 is local funds, and $15,169,164 is federal funds. Of the $371,241,186 in LCFF Funds,

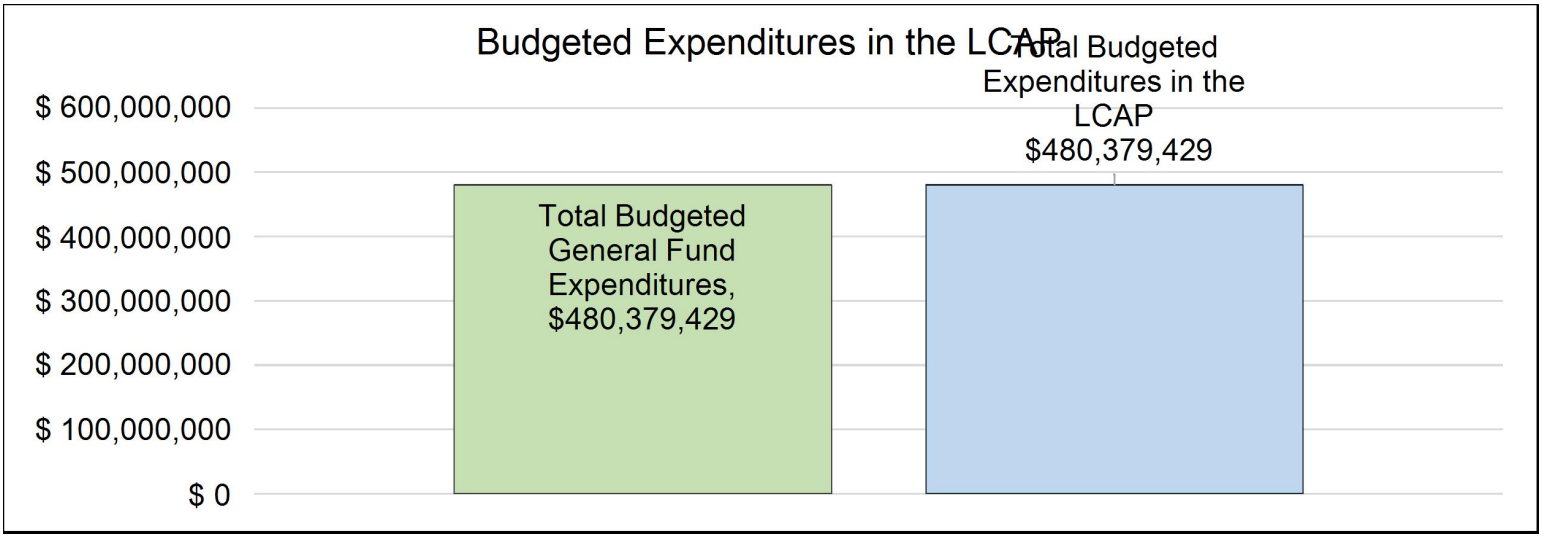
$75,302,437 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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

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



This chart provides a quick summary of how much Manteca Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Manteca Unified School District plans to spend $480,379,429 for the 2026-27 school year. Of that amount, $480,379,429 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

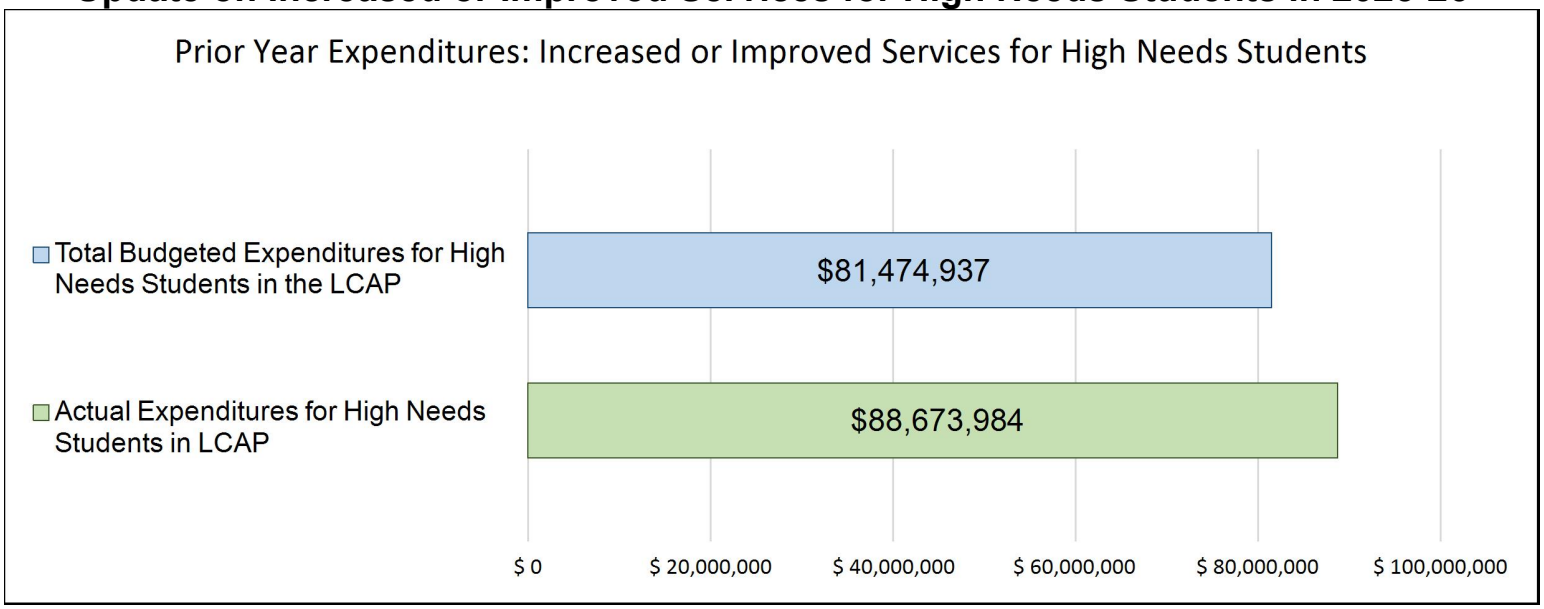
All general fund budget expenditures are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Manteca Unified School District is projecting it will receive $75,302,437 based on the enrollment of foster youth, English learner, and low-income students. Manteca Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Manteca Unified School District plans to spend $75,302,437 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Manteca Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Manteca Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Manteca Unified School District's LCAP budgeted $81,474,937 for planned actions to increase or improve services for high needs students. Manteca Unified School District actually spent $88,673,984 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,199,047 had the following impact on Manteca Unified School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manteca Unified School District	Dr. Clark Burke Superintendent	cburke@musd.net (209) 825-3200

Plan Summary [2026-27]

General Information

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

Manteca Unified School District (MUSD) was formed in 1966, incorporating 7 former school districts: Manteca, Calla, French Camp, New Haven, Manteca Union High School, Nile Garden, Mossdale, and Lathrop, and currently services approximately 25,000 students in 29 schools. Student population at each of the 20 TK-8 sites ranges from 572 to 1245 as of May 2026. The five comprehensive high schools have enrollment ranging from 1055 to 1731, while two alternative high schools are much smaller, with student numbers between 63 and 92. A TK-6 and 7-12 Community Day school make up the remainder of the district's schools. Entering the 2026-2027 year, five schools have been identified to receive Equity Multiplier (EM) funds from the state: Golden West Elementary, Calla Continuation High School, New Vision Continuation High School, Yosemite School Community Day (7-12) and Yosemite School Community Day (K-6). The specific actions for these schools will be identified in goals 5, 6, 7 and 8. As a whole, the district's students include 67.3% socio-economically disadvantaged (LI or SED), 21% English learners (EL) and 0.5% foster youth (FY). In addition, 55.4% of students identify as Hispanic/Latino, 13.8% as White, 14.7% as Asian, 5.6% as African American and 5.4% as Filipino with 5.1% in all other ethnic categories. The district serves three cities: Stockton, Lathrop, and Manteca, as well as the unincorporated area of French Camp and other unincorporated areas. MUSD is approximately 113 square miles and is located in the southern part of San Joaquin County. Manteca USD is projecting attendance growth over the next ten years and has realized actual growth of over 1000 students over the past three years. In alignment with state requirements, MUSD has expanded to include Transitional Kindergarten, finishing the 2025-26 year with 30 general education TK classrooms and five additional special education TK classrooms. MUSD has been working toward achieving its vision and mission statements: Vision Statement: Every student works to achieve grade-level standards, feels safe and is supported to realize individual success; Mission Statement: Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of

grade-level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security, and climate. The goals of the 2024-2027 LCAP will continue to focus on these targets, as will the strategic planning of all district schools, departments and personnel. The entire structure relies on valid, aligned data, connected to systems which identify and support individual student need. As needs are identified and supported through standard-aligned teaching and assessment, student performance levels need to be evaluated and actions and services developed for student growth. The principle of equity is operationalized through the goals, measures of progress, actions and descriptions included in the LCAP.
Past years' work included a focus on using data to inform next steps. Analysis and evaluation continued with principals, teachers, department heads, and supervisors in defining the base program. From programs to operations, from staffing formulas to instructional materials, from benchmark assessments to cleaning supplies, from community input to facilities' needs, every item, action or service was identified as either a base offering, mandated by the state and provided by the district to all students, or supplemental in nature, identified for unduplicated students whose valid, aligned data indicate that additional resources are required to help meet the state content standards. The plan is simply this: continue to determine base and supplemental resources necessary to identify current student need and meet that student need so that each student is working to achieve grade-level standards in an inclusive environment in which they feel safe and supported. Clear concept, yet challenging to put into action. MUSD has students and schools with vastly differing ethnic identities, economic levels and academic achievement statuses, among other factors. Understanding these differences helps us realize that each school, and each student, will have a unique path to success. Therefore, each department or school site identifies its base (state mandated requirements) to accomplish its purpose in the vision and mission. Those requirements are funded through LCFF general funds. All additional-- supplemental-- supplies or functions are funded through various supplemental sources. With LCFF supplemental funds, the needs of English learners, low-income students and foster youth are considered first by identifying the areas where achievement is lagging behind the all-student group, and the resource supplied serves first and/or targets the unduplicated pupils. Each action and service has accompanying data which are measured to determine effectiveness. Resources are added, modified, or deleted based on review of the valid data and the intended student outcomes. This district's philosophy and focus remains to be that of data-based decisions and equity driven resource allocation to improve learning for all students and close the performance gaps between student groups.

Reflections: Annual Performance

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

Consistent with its vision of one student, one lesson, one standard, Manteca Unified School District has continued to implement Board-adopted goals and actions with fidelity. Review of local and state performance data indicates that, overall, the district is making measurable progress across multiple priority areas. In several key indicators, student group outcomes are improving at rates that exceed those of the ALL student group, suggesting that targeted actions are positively impacting access and achievement gaps. Local growth measures, particularly at the elementary level, show notable gains, indicating that early investments in instruction and support are contributing to positive momentum.
Student Engagement and School Climate
Suspension rates declined for all student groups, and no group was identified at the Red performance level on the 2025 California School Dashboard. This reduction reflects the effectiveness of district and site-level actions focused on behavioral intervention, restorative practices, and school culture. The number of days students were suspended and the number of students suspended at least once during the school year both decreased. Cross-departmental collaboration has expanded to strengthen staff capacity to analyze root causes of behavior,

implement consistent behavioral responses, and support students in remaining engaged in learning. Ongoing professional learning for teachers, administrators, Teachers on Special Assignment (TOSAs), and other staff continues to inform more effective and equitable behavioral practices.

English Learner Progress

Dashboard results indicate that English Learner (EL) progress across individual schools remains a district strength. Improved staff awareness and implementation of effective instructional strategies for designated and integrated English Language Development have contributed to this outcome. At both the K–8 and High School level, site strategic plans included targeted goals and actions for English Learners, and these actions correlate with increased student success. Given the positive impact observed, the district will continue to prioritize EL-focused strategies in the current LCAP cycle.

Graduation Rate

The district maintained a high graduation rate, which increased slightly to 92.2% on the Fall 2025 California School Dashboard. Graduation continues to be an area of strength for MUSD. High schools have consistently emphasized access to a broad course of study aligned to state requirements while monitoring credit accrual and course completion. These systems and supports have helped ensure that students remain on track to earn a high school diploma.

Chronic Absenteeism

Chronic absenteeism did not continue its prior downward trend and remains above 20% for all student groups. While district and site-level actions are in place, including outreach and intervention supports, current data indicate that these efforts have not yet produced sufficient improvement. Most elementary sites employ outreach liaisons who work directly with students and families identified as chronically absent, and additional district-level supports are being provided. Attendance will remain a priority area, and further adjustments to strategies will be considered to strengthen effectiveness.

Academic Achievement in English Language Arts and Mathematics

English language arts and mathematics results remained at the Orange performance level on the 2025 Dashboard, indicating that average student performance on state assessments is below standard. The district recognizes that the overall distance from standard continues to be a challenge. In response, MUSD has intensified its focus on instructional improvement through professional learning, external consultants, instructional coaches, TOSAs, and mentoring supports. While statewide assessment results demonstrate ongoing need, local data—particularly NWEA MAP assessments—show that unduplicated pupils are meeting growth targets at increasing rates and beginning to close achievement gaps. Additionally, continued implementation of the Fundations phonics-based program, with an emphasis on fidelity, is yielding improvements in early literacy skills, including phonological awareness and word recognition. These early indicators suggest that current actions are beginning to produce the intended outcomes, though sustained focus and refinement are necessary.

Included in Year 3 of the 24-27 LCAP are MUSD's unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The total estimated LREBG funds available are $11,589,559 with the possibility of receiving additional funds in 2026. Based on the needs assessments, the continued focus on academic progress in ENGLISH LANGUAGE ARTS and MATH, as well as improving CHRONIC ABSENTEEISM is consistent with Manteca LCAP Actions 1.1 and 1.2 (Supporting English Language arts and Supporting Mathematics) and 2.2 (Support improving school connectedness, attendance and behaviors) and is an allowable use of the funds pursuant to EC Section 32526(c)(2)(B-C).

Reviewing the 2025 California Dashboard and other data, it was determined that the following student groups are in the Red bands and require additional support in the above identified focus areas: Students with Disabilities (SWD), English learners (EL-including LTEL), Socio-economically disadvantaged (SED – including students experiencing homelessness) and African American. Action 1.1 and 1.2 are continued

needs based on the percent of students who are not meeting reading and math grade level standards on state assessments such as the CAASPP, local assessments such as the Measures of Academic Progress (MAP) through NWEA, and as evidenced on the individual standards-based reporting. These actions are allowable because they provide training and coaching for teachers in English language arts and mathematics, time for student-based tutoring, and other support programs to assist in learning recovery. The metric identified for Action 1.1 which is connected to the LREBG funding will be 1.1B and the accompanying metric for Action 1.2 will be 1.2B.
The chronic absenteeism focus is allowable because the above groups are in the very high band, demonstrating need of activities or supports found in Action 2.2, and is allowable because it provides staff supports and training such as the provision of counseling, mental health services, programs to address pupil trauma and social-emotional learning and referrals for support for family/pupil needs. The LREBG metric for this action will be 2.2 A.
Specifically, funded with LREBG funds, the district will support an Instructional Support Specialist at each elementary site to support teachers, provide training and coaching in math (PEBC) and ELA, improving outcomes on CAASPP assessments and students meeting growth targets on MAP assessments. Also included is Edmentum (Exact Path) giving students greater access to learn and practice skills and Cognitive Coaching Foundations. These funds will also support individual site plans with timesheeting funds for teachers to be trained in additional literacy, numeracy, and writing programs such as Poetry Plug, and conferences such as Professional Learning Communities development. Other activities included in these actions such as tutoring / small group instruction, learning recovery programs and materials, early intervention and literacy programs, professional development and coaching on English Language Arts and Math. Additionally, Specific to Education Code Section 32526 (c)(2)(C) and included in the identified LCAP Actions (2.2), the LREBG funds will support district behavior services, counseling, mental health services, programs to address pupil trauma and social-emotional learning, or contracts/referrals for wrap-around support for family or pupil needs, with the goal of keeping students in class, improving chronic absenteeism and access to effective Tier I instruction which improves academic outcomes in ELA and mathematics.

From the 2023 California Dashboard, the goals and actions of the LCAP encompass all schools with red indicators on the Dashboard. District level student groups who had a performance color of red on the California Dashboard on a state indicator were identified and their needs addressed within the LCAP with specific actions and disaggregated within the metrics listed below. Specific actions included within the LCAP to address the low performance of state indicators are as follows:
English Language Arts: Action 1.1
Math: Action 1.2
English Learner Progress: 3.1, 1.1, 1.2
College/Career Readiness: 1.5
Suspension: 2.2, 2.3, 2.4
Chronic Absenteeism: 2.2, 2.3, 2.4
Graduation Rate: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4
There are multiple actions related to a single state indicator for several reasons: 1) the identified student need to improve on a particular indicator (i.e. suspension rate) is different; 2) multiple factors combine to culminate in the indicator (i.e. graduation rate); or 3) some of the actions are foundational or embedded in the work (i.e. digital data disaggregation).
Student groups within schools who had a performance color of red or "very low" on the 2023 California Dashboard were identified and needs were addressed at the site strategic plan level. The aforementioned groups are included in the attachments at the end of the LCAP document.

Reflections: Technical Assistance

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

Based on the 2025 California Dashboard, Manteca Unified School District is eligible for Differentiated Technical Assistance for the following groups: African American, Homeless, Foster Youth and Students with Disabilities for the following indicators: ELA and Math, Chronic Absenteeism and College and Career Readiness.
MUSD worked with the San Joaquin County Office of Education and reviewed performance data on the state and local indicators from the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined that there is a need to focus on Students with Disabilities compared to the all-student group. MUSD will continue to work with the SJCOE and state-provided support through the Compliance and Improvement Monitoring (CIM) process to implement a plan for teachers, administrators, and classified personnel who interact with and support students with disabilities. A student engagement plan which reflects periodic data review, revamping of processes, observational walks through classrooms, and introduces evidence-based teaching models will support improved outcomes for students with disabilities. MUSD staff consult with SJCOE to implement plans to address the needs of SWD to increase the number of students meeting academic growth targets by addressing Teacher Mindset for strong Tier I instruction. System-wide training is occurring and coaching is being provided. Addressing programming for SWDs is a second strategy, and learning walks are being conducted to more fully understand concerns and gather data. These outcomes are measured in Goal 3 Action 3.
In the 25-26 school year MUSD focused on African American students who were red on the 2024 Dashboard in Math and Suspension rate. A focus on disaggregation and review of data along with training in restorative practices and alternative means of correction helped move the African American group from red to yellow. Collaborative cross-departmental meetings were held to review student progress, connect African American students with needed services such as mentoring, work on preventative measures to combat negative behavior incidents, and support schools in providing needed resources to identified youth.

Comprehensive Support and Improvement

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

Schools Identified

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

No MUSD schools are currently eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
ALL EDUCATIONAL PARTNERS	MUSD was extremely committed to engaging its educational partners. At community meetings, all were invited to attend (union groups, parents, students, teachers, administrators, board members), and there were people in attendance who represented every one of those groups. Required groups were met with individually, or representatives of such groups were contacted and meetings were held. To capture feedback from individuals and groups, and to engage parents and students, multiple meetings were scheduled and advertised to allow all who wanted to participate to have the opportunity. Meetings were held in different geographical areas, at different times, on different days, through different methods. Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.
ACCESS Teacher groups 1/21/26; 2/4/26	Held scheduled meetings with teacher representatives from all sites over 2 months. Data were shared, discussed and disseminated to representatives who communicated with sites, collected input and reported back to meetings; and a written personal narrative demonstrating individual student impact.
District English Learner Advisory Committee (DELAC)- 2/19/26; 5/14/26	Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (DPAC)- 11/19/25; 1/21/2026, 5/20/26	Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.
Manteca Educators Association - 2/4/26	Held meeting with representatives of union. Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.
California School Employees Association - Chapter 50 - 2/5/26	Held scheduled meeting with union representatives. Data reviewed and discussed. Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.
Career Technical Student Advisory Committee - 09/16/25	Held meeting with student representatives, teachers, and administration. Discussed data, programs and current needs. Input correlated with other student, staff and department needs.
Manteca Unified School District Executive Cabinet - ongoing	Held ongoing monthly meetings throughout the year focused on the reported data, and the student outcomes connected to the data. Discussions were held as a group and with individuals within the group. Senior/Executive Directors and Superintendents goals and areas of focus were captured. Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.
Community Meetings (Regional) 2/4/26; 2/6/26; 2/10/26; 2/11/26; 2/12/26	Community meetings were planned to accommodate any schedule of our educational partners. The meetings reviewed the dashboard and other local data. Presentations featuring the data were developed and shared with educational partners at all possible convenience: in the morning and evening, in person and virtual, differing weekday evenings, on the weekend mornings. Data were gathered from individual input, by digital means and comment cards in person. Feedback was gathered through in person conversation, digital opportunities, and a written personal narrative demonstrating individual student impact.
Student representatives (sampling) for each of 20 junior high sites - 11/7/2025; 11/12/2025; 11/14/2025; 11/18/2025; 11/20/2025; 11/25/2025; 12/1/2025; 12/2/2025; 12/11/2026; 12/12/2025; 12/15/2025; 12/16/2025; 12/17/2025; 12/18/2025; 1/9/2026;	Student Voice gathering. Volunteer students at all junior high schools were invited to participate in group discussions about dashboard indicators, student concerns and the district response; High school student board members reviewed district data and completed a written personal narrative demonstrating individual student impact.

Educational Partner(s)	Process for Engagement
1/13/2026; 1/16/2026; 1/21/2026; 1/23/2026; 2/3/2026; and HS student board members 03/05/26	
Golden West - Equity Multiplier - 03/12/26	Parents, teachers, students and community attended a special meeting to discuss the needs of the school community, and possible supports needed to address the student groups whose California Dashboard data indicated "red", the least proficient status. Data were gathered through discussions regarding specific needs of targeted groups. Input from this meeting collated into themes and was considered in the development of the focus goal, and the LCAP.
Calla - Equity Multiplier - 03/24/26	Parents, teachers, students and community were invited to attend a special meeting to discuss the needs of the school community, and possible supports needed to address the student groups whose California Dashboard data indicated "red", the least proficient status. Much of the discussion revolved around CTE and needs for English learners.
New Vision- Equity Multiplier - 3/11/26 & 03/12/26	Parents, teachers, students and community were invited to attend a special meeting to discuss the needs of the school community, and possible supports needed to address the student groups whose California Dashboard data indicated "red", the least proficient status. A data presentation set the stage for the identified needs of student groups at New Vision.
Yosemite Community Day School K-6 / 7-12 - 03/25/26	Parents, teachers, students and community were invited to attend a special meeting to discuss the needs of the school community, and possible supports needed to address the students at the school. As there are no dashboard colors, site data were discussed and areas of focus determined.
Principals/District Administration/Leadership - 03/03/26 and ongoing	On-going monthly meetings of leadership, and a review of the comprehensive needs assessments of the sites, in conjunction with the site strategic plans allows site and district administration a means of communicating their needs and designs for school improvement which helps to inform the LCAP.
County SELPA - 2/2/26; 2/19/26	Held meeting with Senior Director of Special Education and county representative. Data were reviewed and aligned with CIM . Progress of MUSD's students with disabilities discussed and plans reviewed. Part of Differentiated Technical Assistance team.

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

As MUSD enters Year 3 of its Local Control and Accountability Plan cycle, educational partner feedback emphasized the value of personal narratives demonstrating individual student impact. Our goal was to identify which actions and services not only supported measurable growth but also made a meaningful difference in students' lived experiences. With all dashboard indicators and most local indicators trending positively, we sought deeper insights into personal connections and stories of purpose and development. Every current district-wide action received commendations highlighting its effectiveness. Accordingly, all actions will be continued in Goals 1-3. The following represents a sample of the community feedback associated with each action.

Goal 1:
Action1: Creating new libraries and opportunities to read helped my child learn. And updating the libraries is important because everyone likes new things. (DPAC)
Reading intervention teachers providing small group instruction have helped scores increase. (Leadership)
The way students are being taught is changing with more collaboration and inquiry. Classes are more engaging (Student Board members).
Action 2: The intervention program at my site focuses on the younger students and is successful. I want to see intervention programs in math that target students beyond 3rd grade. (DELAC)
TOSAs are wonderful; I feel it helps other teachers improve their teaching; I would recommend the district has more. (DPAC)
PEBC strategies have improved student discourse on math and allows them to process their mathematical thinking. (ACCESS)
Action 3: Co-teaching science. All students are learning hands on activities and performing better in science. (Community Meeting)
Action 4: The arts and music electives are very good, and my child doesn't miss because she likes to be in class. (DPAC)
Action 5: The HOSA pathway- my daughter was able to learn things and compete against other students in the state. (DELAC)
Action 6: A structured literacy program with a strong phonics component and lots of training for the teachers helped a student to make incredible overall gains. (ACCESS)
Action 7: The technology provides a lot of support for the students and the things they are learning. It also helps the parents to know what they are studying. (DELAC)
Students are motivated to do well on their assessments because they can see their progress. (DELAC)
Action 8: Intervention TOSA at the high school: my student was in COST in 9th grade for struggles with grades and attendance. Now he is in 11th grade and on track to graduate. It was a site effort, but led by the TOSA. (Community)
The teacher induction program has helped me to obtain my credential and improve my teaching practices. The support teachers were very helpful. (ACCESS)
Working together in our PLC times allows us to target individual student needs and help improve student outcomes. (ACCESS)
Goal 2:
Action1: Nutrition's Farmer's Markets have impacted my children in a very positive way to the point they have ventured on trying things they wouldn't at home. (DPAC, Community, Students)
We recently had to use Catapult for a lockdown. All of our practices were important and helpful for this real lockdown. Everyone was shocked, but prepared. Communication was important and handled well for all. (DPAC)
Action 2: We have a great PBIS program. My kids love the parties and the Golden Ticket store. (DELAC, Students)
Action 3: The 'Lunch with Parents' event left her asking for months when I could come back. Only doing it once a year feels like a missed opportunity to build the school community she is so eager to be a part of.(Community)

The Outreach Liaison has made a positive impact at Shasta. I see students running to "check in" with Ms. Priscilla, and Shasta has now moved to #1 in attendance. (DPAC)
Action 4: The field trip of AgVenture helped my kid know more about plants and flowers and she was excited that she learned new things. She learned the scientific name of some plants/flowers and she got some and planted them at home. (DPAC)
After school programs are so fun. My child always wants to be the last one picked up! (Community)
Goal 3:
Action1: The support of the bilingual paraprofessionals really helps the students to obtain language proficiency. (Union Groups)
Action 2: Focusing on the foster youth led to a greatly increased graduation rate. (ACCESS)
Action 3: RSP student supports led to increased achievement on all MAP assessments. (ACCESS)
Obvious growth with LCAP metrics for students with disabilities. (SELPA)
Action 4: My daughter has been impacted by the services for low-income students. The counselor has helped her to be motivated to raise her grades, improve her behavior, and be more responsible. She has benefitted from personal items (clothing, shoes and accessories) which help her to feel safe despite the economic conditions she is in from having recently arrived from outside the country. (Community)
'Homeless' support with graduation cap and gown is huge. I have seen the relief of parents firsthand when they don't have to worry about this expense. (DELAC, Community)
Action 5:
Each site receiving Equity Multiplier funding held separate engagement meetings to address the students scoring in the red on the school sites' California Dashboard. Their meetings focused on evidence based interventions to improve the outcomes of student groups who are under-resourced and under performing.

Goal 4 - French Camp Equity Multiplier goal -
French Camp is not eligible for Equity Multiplier funds in 26-27 and did not hold a separate Equity Multiplier meeting this year, but will continue to expend their funds as identified in the goal - focusing on the student groups in red on the California Dashboard when the school was eligible.
Goal 5 - Calla Equity Multiplier goal - Calla's educational partner input was similar to that of previous years as the student groups and indicators in red are the same; the school community desires to continue and expand the actions and services which are currently expressed in the Equity Multiplier goal for Calla. Even though certain state indicators remain in the red, growth was evident in ELA, Ma, ELPI, and suspension rate.
Action 5.1 - The bilingual para additional time has been supportive for the students (Educational partners meeting)
Action 5.2 - Laticia has been awesome! (Educational partners meeting)
Action 5.3 - We're getting better at asking the right questions (Educational partners meeting)
Action 5.4 - Suspension rates are lots better. (Educational partners meeting)

Goal 6 - New Vision Equity Multiplier goal discussions took place on 3/11/2026 and 3/12/2026. New Vision's educational partner input was similar to that of previous years as the student groups and indicators in red are the same; the school community desires to continue and expand the actions and services which are currently expressed in the Equity Multiplier goal for New Vision.
Action 6.1 - Increase in support for ELs is necessary. (Educational partners meeting)
Action 6.2 - Even though the numbers declined, we're doing the right things for students. (Educational partners meeting)
Action 6.3 - Collaboration and lesson planning is helpful. (Educational partners meeting)

Goal 7 - Yosemite School Community Day (K-6) and (7-12) Equity Multiplier goal- YSCD educational partner input was similar to that of previous years as the numbers of students are insufficient to yield colors on the California Dashboard. The school community desires to continue and expand the actions and services which are currently expressed in the Equity Multiplier goal for YSCD.
Action 7.1 - Continue to focus on the academics while we teach self-regulation. (Educational partners meeting)
Action 7.2 - We need to go and get the kids. (Educational partners meeting)
Action 7.3 -The kids are more interested when we make it real world. (Educational partners meeting)

Goal 8 - Golden West Equity Multiplier goal - will be a new goal this year. Community partner engagement included desires to construct a comprehensive training plan which allows teachers the opportunity to hone their skills in content instruction, with appropriate coaching, modeling, observation and debrief time built in. Supplemental supports and materials were also identified as needed. Additionally, real-world experiences and effective incentives and rewards for improvement or excellence were noted as necessary. Family connection opportunities were important as were recognizing social-emotional needs and with identified places where students can be that feel safe and affirming.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

formative, interim, or summative assessments and/or disproportionalities are identified, supplemental services/ programs/ provisions will be utilized to provide equity and access to students, with priority given to identified underperforming populations such as low-income, foster, homeless, and English learners. MUSD implemented the Measures of Academic Progress (MAP) assessment which yields both a RIT (Raushe Unit Scale) achievement score, growth measure and a progress rate. These scores provide progress information as well as comparisons between groups and norms allowing for better informed decision-making and breakdown of student progress. The actions within this goal are designed to support unduplicated students in working toward greater achievement of state-adopted, grade level standards by incorporating all school district departments with their respective areas of focus. Anecdotal educational partner feedback, walkthrough data along with periodic NWEA MAP data will provide information on student growth which will be monitored and evaluated for evidence of effectiveness. MUSD continues to focus on high levels of academic achievement and endeavors to close equity and opportunity gaps for all students.
AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1A	Percentage of students in Grades 3-8, 11 who meet or exceed standards on CAASPP ELA (4A)	CAASPP: ELA: 37.81% (2023) (State Assessment Results - DataQuest)	36.54%	36.59% (2025) (State Assessment Results - DataQuest)	42.3%	-1.22%
1.1B	MAP Reading growth assessment results (4A) #/% of TK-12 students who met growth target Fall to Winter disaggregated by student group	All Students: 10651/49% EL: 1932/36% SED: 3879/40% FY: 53/36% TSSP: 525/36% SWD: 1437/37% AA: 295 / 41.9% Winter 2023 NWEA	All students 6643 / 44.9% EL: 1904 / 43.1% SED: 2498 / 45.4% FY: 39 / 42.9% TSSP: 1229/ 39% SWD: 1274 / 41.3% AA: 493 / 42.9% Winter 2024 NWEA	All students 11817 / 53.34% EL: 2308 / 52.10% SED: 2092 / 50.54% FY: 44 / 43.14% TSSP: 786 / 50.22% SWD: 1457 / 46.53% AA: 652 / 53.49% Winter 2025 NWEA	All Students: 53% EL: 40% SED: 44% FY: 40% TSSP: 40% SWD: 41% AA: 44%	All: +4.34% EL: +16.1% SED: +10.54% FY: +7.14% TSSP: +14.22% SWD: +9.53% AA: +11.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1C	MAP fluency assessment results (4A) #/% of TK-1 students at meeting or exceeding performance level in phonological awareness on the MAP reading fluency assessment #/% of TK-1 students at meeting or exceeding performance level in phonics word recognition on the MAP reading fluency assessment(4A)	Phonological Awareness All: 1892/44% EL: 500/43% SED: 2740/47% FY: 16/56% Word Recognition All:1888/45% EL: 523/45% SED: 1294/47% FY: 6/37% (Dec 23-Feb 24 NWEA Reading Fluency)	Phonological Awareness All: 1735 / 51.0% EL: 413 / 43.0% SED: 471 / 47.1% FY: 3 / 27% Word Recognition All: 1830 / 57.8% EL: 422 / 44.0% SED: 485 / 52.0% FY: 3 / 27% (Dec 24-Feb 25 NWEA Reading Fluency)	Phonological Awareness All: 1076 / 52.8% EL: 282 / 42.6% SED: 712 / 18.3% FY: 0 / 0% Word Recognition All: 1188 / 58.3% EL: 326 / 11.6% SED: 775 / 11.3% FY: 2 / 40% (Dec 25 NWEA Reading Fluency)	Phonological Awareness All: 48% EL: 47% SED: 51% FY: 60% Word Recognition All: 49% EL: 50% SED: 51% FY: 41%	Phonological Awareness All: +8.8% EL: -0.4%% SED: -28.7% FY: -56% Word Recognition All: +13.3% EL: -33.4% SED: -35.7% FY: +3%
1.1D	Learning walk data: % of teachers showing strong evidence of Fundations teaching strategies being used in the classroom Discontinuing Action	14% 2024-2025 (Site Administrator Survey)	N/A	N/A	50%	discontinued
1.2A	Percentage of students in Grades 3-8, 11 who meet or exceed standards on CAASPP Math (4A)	CAASPP Math: 21.83% (2023) (State Assessment Results - DataQuest)	21.91% (2024) (State Assessment Results - DataQuest)	22.46% (2025) (State Assessment Results - DataQuest)	26.33%	+0.63%
1.2B	MAP Math assessment results (4A) #/% of Tk-12 students who met growth target Fall to Winter	All Students: 12070/54% EL: 2278/42% SED: 4444/46% FY: 53/36% TSSP: 586/40%	All Students: 12054 / 53.4% EL: 2325 / 51.0% SED: 3230 / 50.3% FY: 44 / 48.9%	All Students: 12506/ 55.02% EL: 2418 / 51.91% SED: 2161 / 50.94% FY: 57 / 56.4%	All Students: 58% EL: 46% SED: 50% FY: 40% TSSP: 44% SWD: 46%	All Students: +1.02% EL: +9.91% SED: +4.94% FY: +20.4% TSSP: +10.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disaggregated by student group	SWD: 1661/42% AA: 607 / 51.3% Winter 2023 (NWEA)	TSSP: 1264 / 51.0% SWD: 1583 / 49.4% AA: 616 / 51.5% Winter 2024 (NWEA)	TSSP: 812 / 50.28% SWD: 1554 / 48.79% AA: 638 / 51.6% Winter 2025 (NWEA)	AA: 54%	SWD: +6.79% AA: +0.3%
1.2C	% of classrooms showing strong evidence of PEBC teaching strategies being used during math instruction	Elementary: 30% High School: 27% 2024-2025 (Site Administrator Survey)	Elementary: N/A High School: N/A	Elementary: 60% High School: 55% (2025-2026 Learning Walk Data)	Elementary: 70% High School: 70%	Elementary: +30% High School: +28%
1.3A	Percentage of students in Grades 5,8,11 who meet or exceed standards on CAST (4A)	22.11% (2023) (CAASPP/ELPAC/CAST/ETS.org)	20.90% (2024) (CAASPP/ELPAC/CAST/ETS.org)	22.67% (2025) (CAASPP/ELPAC/CAST/ETS.org)	25.11%	+0.56%
1.4A	Percentage of students in Grades 5,7,9 who participate in Physical Fitness Testing (4A)	5th grade: 99.04% 7th grade: 98.30% 9th grade: 94% EL: 97.5% SED: *90.8 FY: 89% 2023 Results (Illuminate) *2024 Results	5th grade: 99.2% 7th grade: 99.0% 9th grade: 98.9% EL: 99.4% SED: N/A FY: 56.3% 2024 Results (Illuminate)	5th grade: 97.8% 7th grade: 99.4% 9th grade: 97.9% EL: 99% SED: 99.6% FY: 100% 2025 Results (Illuminate)	5th grade: 99.5% 7th grade: 99.5% 9th grade: 97% EL: 99% SED: 95% FY: 91%	5th grade: -1.24% 7th grade: +1.1% 9th grade: +3.9% EL: +1.5% SED: +8.8 FY: +11%
1.4B	#/% of 9-12th grade students enrolled in World languages	World Languages All: 2616/33% EL: 169/16% SED: 1779/32%	World Languages All: 2746/32% EL: 155/16% SED: 1882/32%	World Languages All: 2733/32.6% EL: 140/17.4% SED: 1880/33.4%	World Languages All: 36% EL: 19% SED: 35%	World Languages All: -0.4% EL: +1.4% SED: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	#/% of 9-12th grade students enrolled in VAPA courses	FY: 8/13% VAPA All: 4903/63% EL: 418/39% SED: 2981/38% FY: 37/62% (Q Student Information System 23-24)	FY: 13/16% VAPA All: 5215/61% EL: 480/49% SED: 3548/60% FY: 51/61% (Q Student Information System 24-25)	FY: 7/11.9% VAPA All: 5310/63.5% EL: 456/56.6% SED: 3615/64.3% FY: 38/64.4% (Q Student Information System 25-26)	FY: 16% VAPA All: 66% EL: 42% SED: 41% FY: 65%	FY: -1.1% VAPA All: +0.5% EL: +17.6% SED: +26.3% FY: +2.4%
1.4C	#/% of 9-12 grade student enrolled in Music courses disaggregated by student group #/% of students participating in Elementary Band and Choir disaggregated by student group	9-12 Music Courses All: 1350/17% EL:101/9% SED: 787/14% FY: 7/11% *Elementary Band and Choir: All: 3499/84% EL: 613/87% SED: 2432/85% FY: 18/72% (Q Student Information System 23-24) *Collected in 2024	9-12 Music Courses All: 1404/16% EL: 101/10% SED: 933/16% FY: 14/17% Elementary Band and Choir: All: N/A EL: N/A SED: N/A FY: N/A (Q Student Information System 24-25)	9-12 Music Courses All: 1455/17.4% EL:105/13% SED: 448/7.8% FY: 9/15.3% Elementary Band and Choir: All: 3559/91.1% EL: 627/91.8% SED: 2448/91.3% FY: 27/93.1% (Q Student Information System 25-26)	9-12 Music Courses All: 22% EL:14% SED: 19% FY: 16% Elementary Band and Choir: All: 90% EL: 90% SED:90 % FY: 90%	9-12 Music Courses All: +0.4% EL: +4% SED: -6.2% FY: +4.3% Elementary Band and Choir All: +7.1% EL: +4.8% SED: +6.3% FY: +21.1%
1.5A	Percentage of pupils who meet UC/CSU a-g college entrance requirements (4B)	All: 27.9% EL: 9.7% SED: 24.7% (2023) (CA Dashboard - Met UC/CSU Requirements	All: 29.2% EL: 9.1% SED: 26.7% (2024) (CA Dashboard - Met UC/CSU Requirements and	All: 29.1% EL:11.1% SED: 27.6% (2025) (CA Dashboard - Met UC/CSU Requirements and	All: 33% EL:12% SED: 29%	ALL: +1.2% EL: +1.4% SED: +2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and CTE Pathway Completion Report))	CTE Pathway Completion Report))	CTE Pathway Completion Report))		
1.5B	Percentage of pupils who successfully complete CTE course sequences (4C)	All: 45% EL: 33% SED: 43% (2023) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 46.4% EL: 35.9% SED: 45.6% (2024) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 45.5% EL: 35.7% SED: 44.9% (2025) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 50% EL: 38% SED: 48%	ALL: +0.5% EL: +2.7% SED: +1.9%
1.5C	Percentage of pupils who have successfully completed both types of courses described in 4B and 4C (4D)	All: 15.0% EL: 4.7% SED:12.9% (2023) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 15.8% EL: 4.8% SED:15.0% (2024) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 13.7% EL: 4.3% SED:13.2% (2025) (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report))	All: 17% EL: 5.6% SED: 15%	ALL: -1.3% EL: -0.4% SED: +0.3%
1.5D	Percentage of pupils who pass an AP exam with a score of 3 or higher (4G)	All: 50.7% EL: 50% SED: 45.2% (2023) (Illuminate)	All: 57.5% EL: 56.4 % SED: 52.9% (2024) (Illuminate)	All: 57.6% EL: 56.1% SED: 53.8% (2025) (Illuminate)	All: 55% EL: 55% SED: 50%	All: +6.9% EL: +6.1% SED: +8.6%
1.5E	Percentage of pupils who demonstrate college preparedness by meeting or exceeding	Math: 17.79% met or exceeded	Math: 19.54% met or exceeded	Math: 22.02% met or exceeded	Math: 21.3% met or exceeded	Math: +4.23% ELA: +2.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on 11th grade CAASPP (4H)	ELA: 52.24% met or exceeded (2023) (State Assessment Results- DataQuest)	ELA: 54.35% met or exceeded (2024) (State Assessment Results- DataQuest)	ELA: 55.19% met or exceeded (2025) (State Assessment Results- DataQuest)	ELA: 57.4% met or exceeded	
1.5F	Graduation rate: percent of pupils who meet MUSD graduation requirements disaggregated by student group (5E)	ALL: 91.2% EL: 83.9% SED: 89.7% FY: 77.8% TSSP: 79.3% SWD: 71.3% (CA Dashboard-Graduation Rate 2023)	ALL: 91.2% EL: 85.1% SED: 90.9% FY: 47.6% TSSP: 87.6% SWD: 71.2% (CA Dashboard-Graduation Rate 2024)	ALL:92.2% EL:86.5% SED: 92.6% FY: 69.6% TSSP: 84.7% SWD: 74.5% (CA Dashboard-Graduation Rate 2025)	ALL:93.9% EL:87.2% SED: 93.3% FY: 81.7% TSSP: 83.3% SWD: 74.9%	ALL: +1% EL: +2.6% SED: +2.9% FY: -8.2% TSSP: +5.4% SWD: +3.2%
1.5G	Broad course of study. Percentage of English Learner (EL) and Reclassified Fluent English Proficient students enrolled in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses Percentage of English Learner (EL) students enrolled in high school should mirror enrollment in AP, VAPA, CTE and	ALL 9th-12th Grade Students: 7824 AP Classes: 15% VAPA Classes: 63% CTE Classes: 72% Year 3 and 4 World Language Classes: 8% EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: 3402/43% AP classes: 17% VAPA Classes: 57% CTE Classes: 68%	ALL 9th-12th Grade Students:8583 AP Classes: 1233/14% VAPA Classes: 5215/61% CTE Classes: 6003/70% Year 3 and 4 World Language Classes: 604/7% EL and Reclassified Fluent English Proficient (RFEP) students	ALL 9th-12th Grade Students:8367 AP Classes:1437/ 17.1% VAPA Classes: 5310/63.5% CTE Classes:5879/70.3 % Year 3 and 4 World Language Classes:584/7 % EL and Reclassified Fluent English Proficient (RFEP) students	commensurate with % of all students enrolled and their student group ALL 9th-12th Grade Students: AP Classes: % VAPA Classes: % CTE Classes: % Year 3 and 4 World Language Classes: % EL and RFEP AP classes: 22% VAPA Classes: 63%	All 9th-12th Grade Students AP Classes:+2.1% VAPA Classes: +0.5% CTE Classes: -1.7% Year 3 and 4 World Language Classes: -1% EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year 3 and 4 world language courses Percentage of enrolled Socio-economically disadvantaged students in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses Percentage of enrolled Foster Youth students in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses (7A)	Year 3 and 4 World Language Classes: 11% EL ONLY (including LTEL) students enrolled in high school: 1041/13% AP classes: 2% VAPA Classes: 39% CTE Classes: 61% Year 3 and 4 World Language Classes: 16% Socio-economically disadvantaged students enrolled in high school: 5514/70% AP classes: 13% VAPA Classes: 38% CTE classes: 63% Year 3 and 4 world language courses: 2% Foster Youth students enrolled in high school: 58/0.7% AP classes: 0% VAPA Classes: 62% CTE Classes: 67% Year 3 and 4 World Language Classes: 2% (Q Student Information System 23-24)	enrolled in high school: 3315/39% AP classes: 584/17% VAPA Classes: 1998/60% CTE Classes: 2444/74% Year 3 and 4 World Language Classes: 332/10% EL ONLY (including LTEL) students enrolled in high school: 973/11% AP classes: 14/1% VAPA Classes: 480/49% CTE Classes: 571/59% Year 3 and 4 World Language Classes: 15/1.5% Socio-economically disadvantaged students enrolled in high school: 5875/68% AP classes: 739/13% VAPA Classes: 3548/60%	enrolled in high school: 3234/38.6 % AP classes:693/ 21.4% VAPA Classes: 2025/62.6% CTE Classes:2249/69.5 % Year 3 and 4 World Language Classes:339/10.5 % EL ONLY (including LTEL) students enrolled in high school: 805/9.6% AP classes: 27/3.3% VAPA Classes: 456/56.6% CTE Classes:494/61.4 % Year 3 and 4 World Language Classes:17/2.1 % Socio-economically disadvantaged students enrolled	CTE Classes: 72% Year 3 and 4 World Language Classes: 16% EL ONLY (including LTEL) students enrolled in high school: AP classes: 6% VAPA Classes: 45% CTE Classes: 67% Year 3 and 4 World Language Classes: 19% Socio-economically disadvantaged AP classes: 16% VAPA Classes: 44% CTE classes: 69% Year 3 and 4 world language courses: 4% Foster Youth students enrolled in high school: AP classes: 5% VAPA Classes: 68% CTE Classes: 73%	AP Classes: +4.4% VAPA Classes: +5.6% CTE Classes: +1.5% Year 3 and 4 World Language Classes: -0.5% EL ONLY (including LTEL) students enrolled in high school: -3.4% AP Classes: +1.3% VAPA Classes: +17.6% CTE Classes: +0.4% Year 3 and 4 World Language Classes: -13.9% Socio-economically disadvantaged students enrolled in high school: -2.9% AP Classes: +2.4% VAPA Classes: +26.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CTE classes: 3704/63% Year 3 and 4 world language courses: 378/6% Foster Youth students enrolled in high school: 83/1% AP classes: 2/2% VAPA Classes: 51/61% CTE Classes: 50/60% Year 3 and 4 World Language Classes: 0/0% (Q Student Information System 24-25)	in high school: 5620/67.1% AP classes: 866/15.4/% VAPA Classes: 3615/64.3% CTE classes:3479/61.9 % Year 3 and 4 world language courses:370/6.6 % Foster Youth students enrolled in high school: 59%/0.7% AP classes:3/ 5% VAPA Classes: 38/64.4% CTE Classes:42/71.2% Year 3 and 4 World Language Classes:1/ 1.7% (Q Student Information System 25-26)	Year 3 and 4 World Language Classes:4%	CTE Classes: -1.1% Year 3 and 4 World Language Courses: +4.6% Foster Youth students enrolled in high school: 0% AP Classes: +5% VAPA Classes: +2.4% CTE Classes: +4.2% Year 3 and 4 World Language Classes: -0.3%
1.5H	Percentage of pupils who met prepared on the College/Career Indicator (8A)	All: 38.6% EL: 16.3% SED: 35.2% FY: 7.4% (Fall 2023)	All: 43.2% EL: 18.3% SED: 40.7% FY: 15.0% (Fall 2024)	All: 46.2% EL: 18.5% SED: 44.5% FY: 21.7% (Fall 2025)	All: 41.6% EL: 20.8% SED: 39.7% FY: 15%	All: +7.6% EL: +2.2% SED: +9.3% FY: +14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(California School Dashboard)	(California School Dashboard)	(California School Dashboard)		
1.5I	# of 11th grade students enrolled in CTE courses disaggregated by student group # of 12th grade students enrolled in CTE courses disaggregated by student group.	11th Grade Total # of 11th graders: 2001 ALL: 1426/71% EL: 133/53% SED: 914/64% FY:14/67% 12th Grade Total # of 12th Graders: 1826 ALL: 1463/80% EL:167/80% SED: 890/74% FY:8/80% (2023-2024 Q Student Information System)	11th Grade Total # of 11th graders: 2174 ALL: 1484/68% EL: 147/51% SED: 912/62% FY:10/59% 12th Grade Total # of 12th Graders: 2108 ALL:1478/70% EL:135/76% SED: 907/62% FY:18/81% (2024-2025 Q Student Information System)	11th Grade Total # of 11th graders: ALL: 1406/70% EL: 122/60.4% SED: 976/71.4% FY: 12/60% 12th Grade Total # of 12th Graders: ALL:1533/73.2% EL:167/90.3% SED: 1203/85.7% FY:10/62.5% (2025-2026 Q Student Information System)	11th Grade ALL: 76% EL: 58% SED: 69% FY: 72% 12th Grade ALL: 80% EL: 85% SED: 79% FY: 85%	11th grade ALL: -1% EL: +7.4% SED: +7.4% FY: -7% 12th grade ALL: -6.8% EL: +10.3% SED: +11.7% FY: -17.5%
1.6A	MAP Reading growth assessment results (4A) #/% of K-3rd grade students who met growth target Fall to Winter disaggregated by student group	All: 2628/ 37% EL: 648/31% SED: 937/35% FY: 17/39% TSSP:137/32% SWD: 253/29% Winter 2023 (Illuminate)	All: 2495 / 42% EL: 628 / 38.6% SED: 645 / 39.9% / FY: 12 / 57.1% TSSP: 206 / 30.9% SWD: 153 / 30.5% Winter 2024 (Illuminate)	All: 3180 / 54.8% EL: 867 / 51% SED: 2187 / 53.4% FY: 9 / 32.1% TSSP: 213 / 51.6% SWD: 283 / 40.8% Winter 2025 (Illuminate)	All: 42% EL: 36% SED: 40% FY: 44% TSSP: 37% SWD: 34%	All: +17.8% EL: +20% SED: +18.4% FY: -6.9% TSSP: +19.6% SWD: +11.8%
1.6B	MAP Math growth assessment results (4A) #/% of K-3rd grade students who met growth target Fall to Winter	All: 3346/ 47% EL: 924/45% SED: 1175/44% FY: 17/39% TSSP:155/36%	All: 3360 / 51.8% EL: 961 / 50.4% SED: 891 / 49.6% FY: 16 / 64% TSSP: 147 / 37%	All: 3805 / 54.8% EL: 1087 / 56.8% SED: 2595 / 58.4% FY: 18 / 66.6% TSSP: 260 / 55.4%	All: 52% EL: 50% SED: 49% FY: 43% TSSP: 41%	All: +7.8% EL: +11.8% SED: +14.4% FY: +27.6% TSSP: +19.4 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disaggregated by student group	SWD: 360/40% Winter 2023 (Illuminate)	SWD: 328 / 43.5% Winter 2024 (Illuminate)	SWD: 390 / 51.1% Winter 2025 (Illuminate)	SWD: 45%	SWD: +11.1%
1.7A	# of "refreshed" computers - K, 5th, 9th	6000 (I.T. reports 2023-2024 school year)	6000 (I.T. report 2024-2025 school year)	6000 (I.T. report 2025-2026 school year)	6000	0 - goal met
1.7B	% of students accessing digital content using MUSD digital user account in the last 180 days.	95.31% (I.T. reports 2023-2024 school year)	92.53% (I.T. reports 2024-2025 school year)	93.37% (I.T. reports 2025-2026 school year)	98%	-1.94%
1.7C	#/% of students enrolled in technology-related courses in grades 9-12	All: 2623/34% EL:133/12% SED: 1057/19% FY:9/15% (2023-2024 Q Student Information System)	All:2946/34% EL:243/25% SED: 1966/33% FY:32/39% (2024-2025 Q Student Information System)	All: 2781/33.2% EL:240/29.8% SED: 1835/32.7% FY: 20/33.9% (2025-2026 Q Student Information System)	All: 38.5% EL: 16.5% SED: 23.5% FY: 19.5%	ALL: -0.8 EL: +17.8 SED: +13.7 FY: +18.9
1.8A	% of year 2 inductee candidates who meet preliminary clear requirements (1A)	95% (Induction reports 2023-2024 school year)	90% (Induction reports 2024-2025 school year)	98% (Induction reports 2025-2026 Pending completion in May)	98%	+3%
1.8B	#/% of effective PLC's at school sites	Site Administrator Survey Data Not Previously collected #/% of effective PLC's	Survey not given; eliminating this metric	Metric eliminated	TBD #/% of effective PLC's	-eliminated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Site Administrator Survey 23-24)				
1.8C	#/% of sites showing strong evidence of PBIS strategies and practices being utilized at school site.	12/29 41% (Site Administrator Survey 24-25)	N/A	15/28 53.6%	18/29 60%	+12.6%
1.8D	CAASPP average points from standard (pfs) in ELA and Mathematics disaggregated by unduplicated student group	ELA: all-student group: -32.1 pfs EL: -61.2 pfs FY: -108.6 pfs SED: -46.6 pfs MATH: all-student group: -75.3 pfs EL: -99.3 pfs FY: -159 pfs SED: -89.9 pfs (Fall 2023 CA Dashboard)	ELA: all-student group: -37.2 pfs EL: -67.7 pfs FY: -82.7 pfs SED: -45 pfs MATH: all-student group: -77.1 pfs EL: -101.5 pfs FY: -153.3 pfs SED: -84.7 pfs (Fall 2024 CA Dashboard)	ELA: all-student group (-36.5 pfs) ELs (-65.3 pfs) FY (-99.1 pfs) SED (-46.4 pfs) MATH: all-student group (-75.2 pfs). ELs (-97.3 pfs) FY (-135 pfs) SED (-85.1 pfs) (Fall 2025 CA Dashboard)	ELA: all-student group (-28.9 pfs). ELs (-50 pfs) FY (-92.3 pfs) SED (-39.6 pfs) MATH: all-student group (-67.8 pfs). ELs (-84.4 pfs) FY (-135.2 pfs) SED (-76.4 pfs)	ELA: all-student group: -4.4 EL: -4.1 FY: +9.5 SED: +0.2 MATH: all-student group: +0.1 EL: +2 FY: +24 SED: +4.8
1.9A	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) for the pupils they are teaching (1A)	80.1% (Data Quest 2023)	Updated data for 2024 has not yet been published (as of 6/2/2025)	75.1% (2025 CA Dashboard)	85%	-5%
1.9B	Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks	Rating for Professional Learning for teaching to the academic standards and	Rating for Professional Learning for teaching to the academic standards and	Rating for Professional Learning for teaching to the academic standards and	Rating for Professional Learning for teaching to the academic standards and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and services will enable ELs to access the CC academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (2A)	ELA: 4.0 ELD: 1.8 Mathematics: 1.7 Next Generation Science Standards: 2.0 History/Social Science: 1.8 Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 3.8 ELD: 3.7 Mathematics: 4.0 Next Generation Science Standards: 4.0 History/Social Science: 4.0 (Local Indicator Self-reflection Survey Spring 2024)	curriculum frameworks ELA: 3.84 ELD: 3.50 Mathematics: 3.80 Next Generation Science Standards: 3.00 History/Social Science: 2.84 Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 3.84 ELD: 3.73 Mathematics: 3.73 Next Generation Science Standards: 3.61 History/Social Science: 3.57 (Local Indicator Self-reflection Survey Spring 2025)	curriculum frameworks ELA: 3.61 ELD: 3.63 Mathematics: 3.59 Next Generation Science Standards: 2.84 History/Social Science: 2.65 Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 3.83 ELD: 3.75 Mathematics: 3.69 Next Generation Science Standards: 3.65 History/Social Science: 3.32 (Local Indicator Self-reflection Survey Spring 2026)	curriculum frameworks ELA: 4.2 ELD: 2.0 Mathematics: 1.9 Next Generation Science Standards: 2.2 History/Social Science: 2.0 Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 4.0 ELD: 3.9 Mathematics: 4.2 Next Generation Science Standards: 4.2 History/Social Science: 4.2	curriculum frameworks ELA: -0.39 ELD: +1.83 Mathematics: +1.89 Next Generation Science Standards: +0.84 History/Social Science: +0.85 Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: + 0.03 ELD: +0.05 Mathematics: -0.31 Next Generation Science Standards: -0.35 History/Social Science: -0.68
1.9C	% of students in the district having sufficient access to the standards-	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials (1B)	(Williams' Act Outcomes 23-24)	(Williams' Act Outcomes 24-25)	(Williams' Act Outcomes 25-26)		

Goal Analysis [2025-26]

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

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

1.1 - fully implemented - MUSD continued to implement Action 1.1 by sustaining and refining supplemental English Language Arts supports to improve outcomes for unduplicated pupils. Teachers on Special Assignment (TOSAs), Instructional Support Specialists (ISS), and intervention teachers provided embedded professional learning focused on strengthening Tier I instructional practices, effective use of core and supplemental curricula, and identified thinking strategies. Professional learning opportunities included pull-out days, site-based coaching, and trainings related to Fundations, Exact Path, and other targeted ELA resources aligned to site strategic plans. Professional learning communities functioned to meet student and site needs. Summer learning opportunities and expanded intervention supports continued to address identified gaps in literacy development, particularly for English learners and students from low-income backgrounds. Site strategic plans were reviewed throughout the year to ensure supplemental ELA resources, supplies, and staffing were aligned to student needs. A key success was the increased use of data and learning walks to more intentionally target instructional supports and professional learning. Additional successes included improved collaboration via release and paid time between district support staff and sites including QISA processes and practices, resulting in more tailored and responsive implementation. Challenges persisted in ensuring consistent Tier I implementation across all classrooms and deepening staff understanding of how to individualize supports within core instruction. Overall, implementation this year demonstrated stronger alignment between professional learning, instructional practice, and identified student needs in ELA.

1.2- partially implemented - MUSD continued implementation of Action 1.2 by providing supplemental mathematics supports designed to improve outcomes for unduplicated pupils, despite ongoing staffing challenges. While the district was unable to fill all planned Math Teacher on Special Assignment (TOSA) positions, Instructional Support Specialists (ISS) and existing support staff delivered professional learning focused on Tier I math instruction, use of base and supplemental curriculum, and identified thinking strategies. Pull-out days, site-based coaching, and professional learning opportunities were provided to support teachers' instructional practices in mathematics. District and site leaders utilized site strategic plans to guide the deployment of supplemental resources, targeted supports, and intervention services. Consultants, including the Public Education and Business Coalition (PEBC) and San Joaquin County Office of Education providers, played a key role in coaching, instructional shifts, and capacity building at both the district and site levels. Summer learning opportunities and adaptive programs such as Exact Path and Edmentum continued to support students requiring additional math intervention. High Schools continued a focus on implementing the Math Workshop Model, and observational data indicate sustained and consistent support is required to maintain progress. Successes included observable instructional shifts during learning walks and increased teacher engagement in professional learning and coaching cycles. K-8 went through a rigorous math curriculum piloting process and will work to implement the new math curriculum in 26-27. Overall, implementation this year reflects continued progress toward sustainable math supports and instructional improvement while addressing identified barriers.

1.3 - fully implemented - MUSD fully implemented this action by strengthening science instruction and improving student outcomes through professional learning, collaboration, instructional coaching, and the development of supplementary instructional resources, with a focus on supporting unduplicated pupils, including English learners, low-income students, and foster youth. The District Science TOSA participated in multiple science conferences, including a Trainer of Trainers model focused on elementary science and student-centered assessment, and supported the implementation of research based instructional practices across classrooms. Monthly QISA meetings were facilitated to provide collaborative opportunities for teachers to analyze assessment data and identify targeted strategies to improve student learning. The district also supported vertical articulation for science in grades 7–12 and alignment between science and math instruction in response to shifts in the math framework, including the integration of Environmental Principles and Concepts. In addition, supplementary instructional resources were developed, including K–8 visual science vocabulary cards featuring academic terms, images, and Spanish cognates to increase access for English learners. Ongoing coaching and lesson modeling were provided to support consistent, student-centered teaching practices across classrooms. Successes include more visual supports for our K-8 MLL student population with the implementation of visual vocabulary cards that included Spanish cognates and went out to all teachers to support science learning. We also increased student engagement in classrooms that implemented strategies that were brought back from the science conferences. These strategies were implemented at sites in Weston Ranch and Lathrop, as well as at Calla. An ongoing challenge is getting the instructional strategies out to all teachers and providing sufficient time for teachers to fully implement and reflect on new instructional strategies.
1.4 - partially implemented - MUSD partially implemented Action 1.4 with a focused emphasis on expanding and strengthening Visual and Performing Arts (VAPA) opportunities as identified through site strategic plan reviews. Supplemental funding supported the hiring of additional VAPA teachers and the expansion of new elective offerings, particularly at the K–8 level, increasing student access to arts-based instruction. Supplemental VAPA supplies and materials were purchased and distributed to support high-quality instruction and student engagement. Two additional Teachers continued to support sites in the implementation and expansion of VAPA programming. Professional learning opportunities, conferences, and trainings were provided with a focus on meeting the needs of unduplicated pupils and supporting effective instructional practices in additional core content areas. A key success was the increased availability and consistency of VAPA instruction across participating sites. Site leaders and district staff collaborated to align staffing and resources with identified student needs. Challenges included limited availability of credentialed and trained VAPA teachers, which impacted the pace and scale of implementation. Overall, implementation this year reflects meaningful progress in expanding access to additional core content areas while continuing to address staffing capacity and sustainability.
1.5 - fully implemented - CTE courses have been submitted in the UC/CSU CMP to earn A-G status; courses earn students Science, Math, Fine Arts and General Elective credits to allow them to immediately go to a four-year college upon graduation. Students in CTE pathways earn a variety of industry-recognized certifications including, but not limited to: CPR/First Aid, ServSafe, Food Handler's, OSHA 10. CTE teachers attend conferences and professional development opportunities to ensure they have current and relevant skills and knowledge of industry trends and necessary competencies students must have to be successful; ongoing collaboration with community partners occurs via an annual advisory meeting as well as collaboration throughout the school year. Each year, our CTE bus schedule is prioritized to maximize student participation in CTE courses not offered on their home campus. Work Based Learning continues to be an area of focus across pathways; Health Science and Agriculture students consistently access community opportunities while Business sector students attended the first annual Business Summit in spring 2025. An event created by MUSD, students attend workshops and interact with community partners to enrich their professional skills. Students accessing the AP scholarship need to be enrolled in the corresponding AP course to be eligible for funding.
1.6 - fully implemented- MUSD fully implemented this action by doubling the number of TK classrooms to offer 49 general and 9 special education TK classrooms serving over 1030 TK-aged students. Staff offered new TK teacher cohort trainings specific to the TK classroom

play-based environment, monthly afterschool workshops for collaboration and instructional support from seasoned TK teachers, and one-on-one new teacher support that aligned existing classroom practices for our new teachers to ensure continuity and reinforce effective strategies and methods for teaching that were in line with the CA Preschool-Transitional Kindergarten Learning Foundations and the P3 Learning Progressions. TK through 3rd grade teachers received professional development in the areas of foundational literacy skills and strategies: board approved supplementary phonics curriculum, Fundations, support in both direct coaching and modeled lessons; afterschool workshops in the areas of literacy and curriculum as well as quarterly newsletters that provided literacy highlights, best practices, and instructional strategies for classroom delivery. TK paraprofessionals were invited to participate with their TK teacher in professional development opportunities that focused on literacy, curriculum implementation, social-emotional development, and classroom structure.
1.7 - fully implemented - MUSD continues to provide staff and students with appropriate technology to lessen the digital divide and enhance efficacy, with available information to individualize instruction. Data disaggregation and evaluation tools are also more prevalent, and MUSD has increased the use of data dashboards and digital strategies in improving the student experience. Challenges include validation of data and the training and time required to become proficient in using new platforms to meet the needs of those requesting the data. Privacy and safety concerns are always in play, as are individual users comfort levels with data and technology.
1.8 - fully implemented - MUSD implemented the articulated LCAP goal by strengthening districtwide systems designed to support improved outcomes for unduplicated pupils. Professional learning communities (PLCs) continued to be supported through ongoing coaching, professional development, and collaboration facilitated by Instructional Leadership Teams (ILTs) and site leadership. Training and support related to Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) were expanded to reinforce consistent, schoolwide approaches to instruction, behavior, and student support. Instructional Support Specialists provided coaching and guidance to administrators and staff to reinforce shared expectations and unified instructional practices. Intervention TOSAs refined the COST (Coordination of Services Team) process to more effectively meet the needs of our unduplicated students experiencing challenges in academics and attendance. Additional supplemental paraprofessional hours increased student contact time and enhanced supports for students requiring targeted or intensive interventions. New teachers received structured support through the Induction program, while Peer Assistance and Review (PAR) services supported certificated staff growth. A notable success was the increased consistency in academic collaborative conversations and problem-solving frameworks across sites. Ongoing challenges included staff turnover, which required intentional repetition, recalibration, and reinforcement of systems to maintain fidelity and sustainability.
1.9 - fully implemented - MUSD has made concerted efforts to remain fully staffed, actively reducing vacancies and updating staffing formulas as needed. Williams monitoring data demonstrate that district facilities are appropriately maintained and that all students have access to core instructional materials. Ongoing challenges include securing appropriately credentialed personnel—particularly bus drivers and special education staff—as the district continues to grow and shifting enrollment patterns create additional demands for classroom capacity and transportation services.

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

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

1.1 - within material difference threshold
1.2 - within material difference threshold

1.3 - within material difference threshold
1.4 - We exceeded our material difference (20.05%) because we spent carryover funds from Proposition 28 which were not budgeted until after adoption
1.5 - We exceeded our material difference (21.84%) because we added more a-g initiatives, curriculum, class expansion for Rs 7412, 7413
1.6 - We exceeded our material difference (22.9%) because we spent more than budgeted on timesheeting and salaries for teachers, spent carryover that was not previously budgeted from the Pre-K grant, and spent more than planned in supplies, trainings and services
1.7 - within material difference threshold
1.8 - within material difference threshold
1.9 - within material difference threshold

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action: 1.1
Effectiveness: 3
Metrics: 1.1B, 1.1C, 1.6A, 1.6B
Analysis Statement: An in-depth analysis of MAP growth indicates the actions were effective for all students (+4.34%) and especially for each of the unduplicated groups (EL: +16.1%;SED: +10.54%;FY: +7.14%;TSSP: +14.22%;SWD: +9.53%;AA: +11.59%) based on the increased percentage of students who are meeting growth targets on MAP reading assessments from Fall to Winter; an increase in the number and percentage of all students in grades K-3 who are meeting growth targets on MAP assessments (All: +17.8%; EL: +20%; SED: +18.4%; FY: -6.9%; TSSP: +19.6%; SWD: +11.8%).

Action: 1.2
Effectiveness: 3
Metrics: 1.2A, 1.2B, 1.2C
Analysis Statement: A comprehensive review of MAP growth and teacher behaviors suggests that the activities in this action have been effective for the "all students" and all student groups based on the number and percentage of students who are meeting MAP growth targets in these grades (All Students: +1.02%; EL: +9.91%; SED: +4.94%; FY: +20.4%; TSSP: +10.28%; SWD: +6.79%; AA: +0.3%) , as well as the learning walk observational data which sees a greater number of classrooms showing evidence of math thinking strategies leading to a slight increase of percentage of students meeting benchmark on CAASPP mathematics assessments. Continued growth is expected as is the closing of the achievement gap.

Action: 1.3
Effectiveness: 2
Metrics: 1.3A

Analysis Statement: Comparing baseline data to current performance, students meeting or exceeding benchmark on CAST has increased slightly (+0.56%). Work continues with piloting and adopting standards-based materials, using effective science teaching strategies, and finding relevant connections to students lives so that the coursework will help students meet grade level standards. MUSD believes the work on Tier 1 instruction, standards awareness, and responding to individual student need will improve student outcomes in science and on the CAST assessments.

Action: 1.4
Effectiveness:2
Metrics: 1.4A, 1.4B, 1.4C
Analysis Statement: Comparing baseline data to current performance, all unduplicated populations have made increases in enrollment in targeted courses: (World Languages All:32.6%; EL:17.4%; SED:33.4%; FY:11.9% VAPA: All: 63.5%; EL:56.6%; SED: 64.3%; FY: 64.4%), while the 'all student" enrollment remained consistent (-0.4% and +0.5% respectively). Other courses also showed improvement (9-12 Music Courses: All:17.4%; EL:13%; SED: 7.8%; FY: 15.3%: Elementary Band and Choir: All: 91.1%; EL: 91.8%; SED: 91.3%; FY: 93.1%). Activities included in the action contributed to the slight improvements, with actions such as work with counselors, course promotion and training having the strongest correlation to improved outcomes.

Action: 1.5
Effectiveness: 3
Metrics: 1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G, 1.5H, 1.5I
Analysis Statement: Educational partner input coupled with Dashboard outcomes and the metrics mentioned above confirm that working with counselors, providing transportation, matching fund requirements for other available grants and providing access to specialized industry sector programs was effective in getting more students involved with CTE courses is having a positive impact on unduplicated pupils. Improvement was reflected in the 'all student' group successfully meeting a-g requirements (29.1%), passed an AP exam with a 3 or better (57.6%), demonstrated college preparedness on the 11th grade CAASPP (22.02% math; 57.4% ELA) and met graduation requirements (92.2%). Looking specifically at metrics 1.5G,H,I , there was general improvement in the number percent of students meeting "prepared" on the College/Career indicator - both the all-student group as well as each of the unduplicated populations (EL, SED, and FY); however, the % of students enrolled in CTE courses decreased in the all-student group as well as Foster Youth, but improved in the EL and SED student groups, and the percent of unduplicated students enrolled in VAPA, AP, CTE and year 3 and 4 world language courses only was mixed.
Action: 1.6
Effectiveness: 3
Metrics: 1.6A, 1.6B, 1.1C, 1.1D
Analysis Statement: By evaluating MAP growth data for grades K-3 alongside educational partner feedback from Education Services personnel, it is clear that the implementation of Fundations, the support of Instructional Specialists, Teachers on Special Assignment, the learning walk process with the focus on Tier I instruction has improved the outcomes for all K-3 students as well as all student groups monitored in ELA and Math with the exception of FY in ELA. (1.6A) The all-student group increased significantly on phonological awareness and word recognition assessments, but none of the unduplicated student groups showed growth except FY in word recognition. Indications are that these supports are positively impacting students, with a need to renewed focus on unduplicated and student groups in need.

Action: 1.7

Effectiveness:3
Metrics: 1.7A,1.7B, 1.7C, 1.1B, 1.2B
Analysis Statement: Comparing baseline data to current performance, enrollment in technology-related courses in grades 9-12 has increased significantly for FY, ELs and SED students while remaining stable for the ALL student group. Conclusions can be drawn that increased access to current technology, and availability of supplemental technology allows students to participate in the safe and productive use of the technological tools around them, fueling a natural desire to learn and grow. Technological tools were also utilized well by educators to identify student academic needs and respond appropriately in the standards which are lacking. In the academic assessments of standards in ELA and math, the all-student group and all unduplicated populations (EL, FY and SED) had increases in meeting growth targets in both subject areas.

Action: 1.8
Effectiveness: 3
Metrics: 1.8A, 1.8B, 1.8C, 1.8D
Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that the induction program has improved its percentage of candidates meeting clear credential requirements. Changes have been made to improve the mentor support/inductee ratios and experience. When reviewing the average distance from standard on CAASPP assessments for the all-student and the unduplicated groups, there was growth in distance from standard among all student groups except for the ALL-student group in ELA. A change in the testing schedule was made to impact student attitudes and motivation. Research indicates that experience of the teacher/instructor is a highly correlative factor to student outcomes on assessments such as CAASPP. Site principals indicate that there has been an increase in both effective PLC work as well as PBIS implementation at all school sites. Program and anecdotal data indicate that the schoolwide culture programs are helping improve academic outcomes.

Action: 1.9
Effectiveness: 3
Metrics: 1.9A, 1.9C
Analysis Statement: A review of the base services provided by Manteca Unified continues to show that 100% of students have access to standards-aligned instructional materials, that site facilities are in good/excellent repair. The most recent data (23-24) regarding appropriately assigned teachers indicates MUSD has 75.1% of teachers appropriately assigned, and educational partners indicate that the percentage of fully credentialed, appropriately assigned teachers is increasing.

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

Action 1.1 - changing "improving 'unduplicated' student outcomes" to "improving 'all student group outcomes including' unduplicated students"
Discontinuing metric 1.1D - not reporting in effectiveness prompt
Metric 1.5D - recalculated baseline data and targeted outcomes for year 3 to be in line with recalculated baselines
Updated LREBG actions and amounts for 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supporting English Language Arts	This action promotes positive growth and achievement in English language arts (ELA) and encompasses all supplemental work designed to improve all student group outcomes, including unduplicated students, in this content area. ELA supports of improved Tier I strategies and skills of the teacher through training (salaries of those paid from restricted federal funds (ELA TOSAs) and that are identified and approved through site strategic plans, supplementary (timesheeted) hours and days (QISA), supplementary curricular pieces (such as Fundations, Writing Revolution, Exact Path, Edmentum), curriculum for non state-required courses (elective or in addition to required courses), training or professional learning to support/increase the ability and efficacy of teachers, administrators, support staff or other staff to accelerate student progress in ELA such as Fundations, identified thinking strategies, or pull-out training days. After reviewing site strategic plans, this action also provides supplemental ELA supplies, and all other site identified supplementary services to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include opportunities for summer learning (i.e. kinder bridge expansion, summer school offerings) conferences, consultants, or coaches virtually, in person or in a trainer of trainers model. This action is identified as one which uses Learning Recovery Emergency Block Grant (LREBG) funds. Pursuant to Education Code Section 32526(c)(2)(B)(vi), MUSD will hire Teachers on Special Assignment (TOSAs) in the role of Instructional Support Specialists who will provide coaching and professional learning opportunities to teachers in the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Research in the K-12 educational field has shown that coaching can be an effective strategy for increasing student achievement. ExactPath, a student-based skill and practice site will also be funded. Research demonstrating its effectiveness can be found here:	$5,305,495.00	No

Action #	Title	Description	Total Funds	Contributing
		https://view-su2.highspot.com/viewer/ba6b984658384dc02b0275fc7da3b473 Student growth will be the metric connected with the LREBG funding: 1.1B MUSD has unexpended LREBG funds for the 2026-27 school year. Additional funds may be received in the fall of 2026. Budgeted LREBG - 2026-27: $ 3,881,810.00		
1.2	Supporting Mathematics	This action promotes positive growth and achievement in Mathematics and encompasses all supplemental work designed to improve student outcomes in this content area. Math supports include the salaries of those paid from restricted federal funds (District Math TOSAs) who are identified and approved through site strategic plans, supplementary (timesheeted) hours and days (QISA), supplementary curricular pieces or curriculum for non state-required courses, training or professional learning to support/increase the ability and efficacy of teachers, administrators (county, consultants, PEBC training), support staff or other staff to accelerate student progress in math, tutoring, supplemental math supplies, and all other supplementary services and supplies to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include conferences, consultants, or coaches (PEBC) virtually, in person or in a trainer of trainers model. Initiatives also include summer opportunities, Exact Path, and Edmentum. This action is identified as one which uses Learning Recovery Emergency Block Grant (LREBG) funds. Pursuant to Education Code Section 32526(c)(2)(B)(vi), MUSD will hire Teachers on Special Assignment (TOSAs) in the role of Instructional Support Specialists who will provide coaching and professional learning opportunities to teachers in the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. It will also fund PEBC coaching and Math Institutes as well as individual site pullout days and trainings focused on effective mathematics teaching strategies. Research in the K-12 educational field has shown that coaching can be an effective strategy for	$4,401,842.00	No

Action #	Title	Description	Total Funds	Contributing
		increasing student achievement. ExactPath, a student-based skill and practice site will also be funded. Research demonstrating its effectiveness can be found here: https://view-su2.highspot.com/viewer/ba6b984658384dc02b0275fc7da3b473 Student growth will be the metric connected with the LREBG funding: 1.2B MUSD has unexpended LREBG funds for the 2026-27 school year. Additional funds may be received in the fall of 2026. Budgeted LREBG - 2026-27: $ 3,810,825.00		
1.3	Supporting Science	This action promotes positive growth and achievement in Science and encompasses all supplemental work designed to improve student outcomes in this content area. Science supports include the salaries of those paid from restricted federal funds (Sci TOSA) that are identified and approved through site strategic plans, supplementary (timesheeted) hours and days (QISA), supplementary curricular pieces or curriculum for non state-required courses, training or professional learning to support/increase the ability and efficacy of teachers, administrators, support staff or other staff to accelerate student progress in science, supplemental science supplies, and all other supplementary services and supplies to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include conferences, consultants, or coaches virtually, in person or in a trainer of trainers model.	$241,955.00	No
1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	After a thorough review of site strategic plans, this action promotes positive growth and achievement in additional core classes and encompasses all supplemental work designed to improve student outcomes in these content areas. Additional supports include the salaries of those paid from restricted federal funds that are identified and approved through site strategic plans, supplementary (timesheeted) hours and days, supplementary curricular pieces or curriculum for non state-required	$5,590,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
		courses, training or professional learning to support/increase the ability and efficacy of teachers, administrators, support staff or other staff to accelerate student progress in additional core content areas, supplemental supplies, and all other supplementary services and supplies to meet the individual needs of students with a primary focus on unduplicated pupils (English learners, low income and foster youth). This work may include conferences, consultants, or coaches virtually, in person or in a trainer of trainers model.		
1.5	Supporting career and educational pathways	Research has shown that students in high school career education programs have higher graduation rates, improved academic achievement, and better employment prospects. Data indicate that unduplicated students involved in Career and Technical Education (CTE) courses are more likely to be college/career ready, complete a-g courses, and graduate from High School. MUSD will fund CTE classes (instructor salaries) and support certifications. Career Technical Student Organizations (CTSOs) will be supported. Dual enrollment opportunities will be sought out and expanded upon. Students will have access to specialized industry sector programs; matching fund requirements for grants such as the Agricultural Incentive Grant, CTEIG (Career Technical Education Incentive Grant); Early College partnership with Delta College will be reviewed and opportunities explored. Conferences/trainings/workshops will support teachers and students in gaining and maintaining industry knowledge and expertise. Counselors (Counselor salaries) will work with UPs to enroll in, and successfully complete course sequences. Transportation, if available, to enable participation. Partnerships with industry partners will continue (Health Sciences, Agricultural programs). Expanding work-based learning opportunities (Health Science, Education) to other pathways (Business), internships for pathways that have not been imbedded previously. Summer Intern Program for MUSD high school students to help promote available CTE pathways. The AP pathway will be supported. Funds for AP testing costs for all students will be available as our unduplicated population is over 68% and the funds will primarily benefit high needs students. JROTC (military science and leadership training) will also be offered as a pathway which meets college/career needs.	$21,738,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Supporting Tk-3 alignment and early education needs	Early education is associated with academic readiness and success. As we seek for increased academic success of our unduplicated pupils, a strong foundation of skills and pre-kindergarten readiness is necessary. MUSD recognizes the need for early support of learners and knowledge of effective strategies and methods for teaching at TK and early grades. Also recognized is the need to connect with families to instill an understanding of the need to attend school regularly and develop habits that contribute to school success. This action will fund the Early Education initiatives of the Teaching and Learning department at MUSD and the training associated with its mission. Paraprofessionals will help support identified needs at the elementary sites.	$1,880,423.00	Yes
1.7	Supporting Technology, Digital Data and Assessment	The digital divide has shown impacts in the educational lives of unduplicated pupils for more than a decade. Giving students access to updated and current technology is one way to enhance learning, reduce barriers and increase access to information. Supplemental technology will include a technology "refresh", peripheral and replacement technology, training in the safe use of technology, and system-wide services/programs/filters to preventatively keep students safe in their use of technology. Artificial intelligence (AI) generative training, policy work, strategies for teaching and opportunities for students may be included. And digitally collecting, storing, monitoring and reporting data allows district users to disaggregate data by student group to make valid determinations of whether standards are aligned, being taught, and are being assessed/monitored. Most normed assessments are administered digitally. These data can be used to identify and respond to achievement/engagement gaps of unduplicated or underrepresented youth. Technology will also be supported in the classroom through staffing, approved supplemental hardware and software, web-based programs and other technological needs of staff or students.	$9,873,102.00	Yes
1.8	Supporting System-wide work	With unduplicated pupils lagging behind the all student group in all academic areas, unduplicated pupils need effective teachers, strong systems and unified approaches to instruction and education. Based on	$11,382,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		overarching strategic plan analysis, a great portion of the work is improving the "system" as it supports students. Work with professional learning communities (PLCs) is achieved through coaching and support as well as training conferences for administrators or Instructional Leadership Teams (ILTs), and is recognized as necessary to unite staffs and school communities in having academic conversations and working as a cohesive unit to improve culture or make wholescale progress in mindset/belief and positive student outcomes of unduplicated pupils. Work and training associated with Multi-tiered systems of support (MTSS) or Positive Behavioral Supports and Interventions (PBIS) or similar types of whole-school shifts will be supported, again with training, peer/mentor coaching, conferences, and staff collaboration, to ensure each staff member is adequately trained and equipped to support the student who also is provided the necessary resources to be successful. Additional supplemental hours for paraprofessional student contact time will be added to fully support student needs. Training and supports for rigor and relevance of curricula will be provided. Training specifically for new teachers through our Induction program will be provided to teach and support staff and help our students be successful. Peer Assistance Review support for certificated staff. Instructional Support Specialists to support students and staff.		
1.9	Supporting base personnel, curriculum, services and supplies	Education code/law requires that certain base conditions be met when educating students. MUSD functions under a core personnel plan that incorporates staffing ratios and trigger points which include input from bargaining units, a fixed salary schedule which is negotiated, a facilities plan which addresses construction, maintenance and operations which maintain the integrity of school building/grounds conditions, a Nutrition Education department, and a Health Services department which supports daily medical procedures, required attendance at IEP/SSTs, mandated health screenings, etc. This action includes base salaries of formula-based certificated teachers, certificated administrators, classified support staff, classified administrators, and all other staff determined to be necessary to the base program. It also includes base curriculum in all required subjects, mandated services and required supplies necessary to run a classroom/	$286,244,470.00	No

Action #	Title	Description	Total Funds	Contributing
		school/ district, transportation mandated by the board of education within indicated boundaries, and state-mandated translation of written materials.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. As such, MUSD recognizes safety as an integral part of the district vision and mission. Student and community perceptions of safety are paramount in increasing student attendance rates, lowering suspensions/expulsions, bolstering student and family engagement, and strengthening the ability to focus and learn. Our inclusion of three areas: design, security and climate indicate our commitment to make safe the physical structures and surroundings, protect student/staff through implemented safeguards, and attend to the social/emotional health/safety of all of our students and staff. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive.
The socio-emotional needs of students are still at the forefront of educational partner input. The goal is to provide equitable access to services to help families keep their children and youth safe and healthy, in school and out of trouble with the end result being evidence of learning state standards. In addition, we want to develop the skills to develop and maintain healthy and safe lifestyles, build strong positive relationships and participate in the many and varied opportunities which help children and youth to make informed decisions and prepare for life after high school.
Research, as well as our community and student input, continues to indicate that the pandemic disproportionally impacted unduplicated students. Therefore, a focus on creating physical spaces, both indoor and outdoor, to ensure safety and improve school climate are desired. Each site created an individual strategic plan where the needs were identified more granularly; these plans were reviewed and incorporated into the district strategic plan, the LCAP. As unduplicated students appear to be in greater need of these services, they are principally directed to them. Sites indicate that activities and extrinsic rewards which incentivize and motivate students are successful in encouraging students, especially unduplicated pupils, in making progress toward their individual goals. Learning activities which are experiential such as educational excursions contribute to background knowledge which increases understanding of, and relationships between, academic subjects and personal lives which leads to improved comprehension and student achievement outcomes. MUSD will continue with its focus on making the educational experience safe in the areas of design, security and climate. The actions within this goal are designed to support the social, emotional, physical, and mental development and safety of unduplicated and all students and staff by building and supporting

relationships between and among students, staff, parents and educational partners and by providing engaging and appealing learning spaces and opportunities. Evidence of the impact of these actions will be manifest and monitored by survey responses, attendance, discipline and facilities data, and continued feedback from educational partners.
AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1A	# of students participating in Nutrition Services Farmers Market	893 Students attended 5 Farmers Markets (Nutrition Education Reports 2023-2024)	551 Students attended 5 Farmers Markets (Nutrition Education Reports 2024-2025)	578 Students attended 4 Farmers Markets (Nutrition Education Reports 2025-2026)	1000 students attend a Farmer's Market	-315
2.1B	# of healthy and nutritionally balanced meals served to MUSD students	Breakfast, Lunch, Snack and Supper 4,389,419 July 2023 through the end of April 2024 (Nutrition Education Reports 2023-2024)	Breakfast, Lunch, Snack and Supper 4,266,879 July 2024 through the end of April 2025 (Nutrition Education Reports 2024-2025)	Breakfast, Lunch, Snack and Supper 5,307,615 July 2025 through the end of April 2026 (Nutrition Education Reports 2025-2026)	Breakfast, Lunch, Snack and Supper 4,828,360	+918,196
2.1C	% of parents who say the school is effectively educating their child:	ALL:72% ELs: 73% SED: 76% FY: 48% (District LCAP Climate Survey, 2024	ALL: 74% ELs: 81% SED: 77% FY: 65% (District LCAP Climate Survey, 2025)	ALL: 75% ELs: 87% SED: 78% FY: N/A - insufficient # of respondents	ALL:81% ELs: 78% SED: 80% FY: 55%	ALL: +3% ELs: +14% SED: +2% FY: N/A - insufficient # of respondents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(District LCAP Climate Survey, 2026)		
2.1D	# of foster youth or students experiencing homelessness supported by Health services	2000 Students (Health Services Report 2023-2024)	2460 Students (Health Services Report 2024-2025)	2485 Students (Health Services Report 20254-2026)	2061	+485
2.2A	% of students chronically absent (Student is absent 10% or more of the total days in which they are enrolled in the district) disaggregated by all students and unduplicated student groups (5B)	All: 26.6% EL: 26.1% SED: 30.2% FY: 32.8% SWD: 38.4% AA: 35.8% (DataQuest 2023)	All: 22.0% EL: 22.5% SED: 23.9% FY: 32.0% SWD: 30.2% AA: 29.6% (DataQuest 2024)	All: 22.5% EL: 21.6% SED: 24.6% FY: 38.9% SWD: 30.2% AA: 28.4% (DataQuest 2025)	All: 21.1% EL: 21% SED: 25% FY: 27% SWD: 25% AA: 25%	ALL: -4.1% (Improvement) ELs: -4.5% (Improvement) SED: -5.6 (improvement)) FY: -6.1% (Improvement) SWD: -8.2 (Improvement) AA: -7.4% (Improvement)
2.2B	% of students who are suspended at least once (6A)	All: 4.9% AA: 11% AI: 12.5% EL: 4.3% FY: 23.8% TSSP: 9.9% PI: 7.3% SED: 6.0% SWD: 8.0% (California Dashboard 2023)	All: 4.9% AA: 12.7% AI: 7.1% EL: 4.5% FY: 21.7% TSSP: 8.7% PI: 6.3% SED: 5.4% SWD: 8.1% (California Dashboard 2024)	All: 3.6% AA: 9.8% AI: 2.1% EL: 2.9% FY: 17.4% TSSP: 5.8% PI: 5.8% SED: 4% SWD: 6.2% (California Dashboard 2025)	All: 4.4% AA: 9.9% AI: 11.3% EL: 3.9% FY: 21.4% TSSP: 8.9% PI: 6.6% SED: 5.4% SWD: 7.2%	All: -1.3% (Improvement) AA: -1.2% (Improvement) AI: -10.4% (Improvement) EL: -1.4% (Improvement) FY: -6.4% (Improvement) TSSP: -4.1%(Improvement) PI: -1.5% (Improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED: -2.0% (Improvement) SWD: -1.8% (Improvement)
2.2C	#/% of students expelled (6B)	43 Students 0.16% (Q Student Information System 8/1/23-3/31/24)	Students 18 0.06% (Q Student Information System 8/1/24-3/31/25)	Students: 13 0.05% (Q Student Information System 8/1/25-3/31/26)	0.13%	Students: - .11% (improvement)
2.2D	# students served by Mentor program in targeted area	135 students (Equity & Access Program reports 2024-2025)	N/A	139 (Equity & Access Program reports 2024-2025)	200	+4
2.2E	#/% of sites showing strong evidence of PBIS strategies and practices being utilized at school site (strong evidence = TFI >80%).	12/29 41% 2024-2025 (Learning Walk Data)	N/A	15/28 53.6% Student Services Learning Walk Report 25-26	18/29 60%	+12.6%
2.2F	Surveys results on safety/connectedness (6C) Percentage of all pupils who feel safe at school at 5th, 7th, and 9th grade Percentage of students who feel connected to their school at 5th, 7th, and 9th grade	Safe: 5th grade: 72% 7th grade: 53% 9th grade: 53% Connected: 5th grade: 68% 7th grade: 53% 9th grade: 50% (California Healthy Kids Survey was completed in 2023-2024)	Safe: 5th grade: 64% 7th grade: 51% 9th grade: 51% Connected: 5th grade: 69% 7th grade: 56% 9th grade: 60% (District LCAP Climate Survey, 2025)	Safe: 5th grade: 67% 7th grade: 53% 9th grade: 76% Connected: 5th grade: 70% 7th grade: 50% 9th grade:69% (LCAP Climate Survey 25-26)	Safe: 5th grade: 75% 7th grade: 56% 9th grade: 56% Connected: 5th grade: 71% 7th grade: 56% 9th grade: 53% Staff Feelings: Safety: 78%	Safe: 5th grade: -5% 7th grade: 0 9th grade: +23% Connected: 5th grade: +2% 7th grade: +3% 9th grade: +19% Staff Feelings: Safety: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of staff who feel safe at school Percentage of staff who feel connected to school Percentage of parents who indicate that their child feels safe and connected at school	Staff Feelings: Safety: 75% Connectedness: 88% (District LCAP Survey, 2024) Parent Feelings: Student feels safe: 73% Parent Connectedness: 22% (District LCAP Climate Survey, 2024)	Staff Feelings: Safety: 74% Connectedness: 81% (District LCAP Survey, 2025) Parent Feelings: Student feels safe: 77% Parent Connectedness: 22% (District LCAP Climate Survey, 2025)	Staff feelings: Safety: 79% Connectedness: 87% (LCAP Climate Survey 25-26) Parent Feelings: Student feels safe: 73% Parent connectedness: 23% (District LCAP Climate Survey, 25-26)	Connectedness: 91% Parent Feelings: Student feels safe: 76% Parent Connectedness: 25%	Connectedness: -1% Parent Feelings: Student feels safe: 0 Parent Connectedness: +1%
2.2G	# of documented Discipline incidents for identified students in Q prior to and after receiving Interfering Behavior Plans (IBPs).	Prior: 281 After: 106 (24-25 Innovation and Improvement Reports)	Prior: 353 After: 257 (24-25 Student Services Report)	Prior: 215 After: 239 (25-26 MTSS Student Services Reports)	Prior: 300 After: 100	Prior: -66 After: +133
2.2H	# of interventions with progress monitoring data documented in Q.	0 - not collected #/% of interventions with progress monitoring data (23-24 Q Student Information System)	Discontinued- Data for this metric was not collected and will not be used	Discontinued	N/A # of interventions with progress monitoring data	N/A
2.3B	High school drop out rates- percentage of pupils in grades 9-12 who stop coming to	4.4%	4.3% (DataQuest Four-Year Adjusted	3.9% (DataQuest Four-Year Adjusted	4.0%	-0.5% (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school and who do not enroll in another school (5D)	(DataQuest Four-Year Adjusted Cohort Outcome 22-23)	Cohort Outcome 23-24)	Cohort Outcome 24-25)		
2.3C	% of parents agree their school encourages parental involvement disaggregated (3A-3C)	All: 74% EL: 88% SED: 79% FY: *86% SWD: 71% (23-24 LCAP Climate Survey) *2024 Climate Survey result	All: 71% EL: 86% SED: 80% FY: N/A SWD: 68% (24-25 LCAP Climate Survey)	All: 73% EL: 87% SED: 81% FY: N/A SWD: 70% (LCAP Climate Survey 25-26)	All: 77% EL: 91% SED: 82% FY: 90% SWD: 74%	All: -1% EL: -1% SED: +2% FY: N/A SWD: -1%
2.3D	Positive attendance % - the average percent of students who attended school daily - disaggregated by unduplicated student group (5A)	All: 92.76% EL: 93% SED: 93% FY: 91% (8/3/2023-3/31/2024 Q Student Information System)	All: 92% EL: 92% SED: 92% FY: 89% (Q Student Information System)	All: 93.7% EL:93.8% SED: 93.7% FY: 93.1%	All: 94% EL: 94% SED: 94% FY: 94%	All: +0.94% EL: +0.8% SED: +0.7% FY: +2.1%
2.3E	high school graduation rate (5E) % of students meeting high school graduation requirements disaggregated by all students and unduplicated student groups	All: 91.2% EL:83.9% SED: 89.7% FY: 77.8% (California Dashboard 2023)	All: 91.2% EL:85.1% SED: 90.9% FY: 47.6% (California Dashboard 2024)	All: 92.2% EL:86.5% SED: 92.6% FY: 69.6% (California Dashboard 2025)	All: 93% EL: 88% SED: 92% FY: 83%	All: +1% EL: +2.6% SED: +2.9% FY: -8.2%
2.3F	Average rating out of 5: Rate the district's progress in supporting family members to effectively participate in	3.78 (Local Indicator Survey Priority 3, Reflection Tool 23-24)	3.80 (Local Indicator Survey Priority 3,	3.93 (Local Indicator Survey Priority 3,	3.85	+0.15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	advisory groups such as School Site Council and English Learner Advisory Committee meetings, and decision-making (3A)		Reflection Tool 24-25)	Reflection Tool 25-26)		
2.3G	Average rating out of 5: District progress in implementing programs for teachers to meet with families and students to discuss student progress, such as goal setting conferences, and ways to work together to support improved student outcomes.	3.73 (2024) (Local Indicator, Priority 3, Reflection Tool sent to SSCs and ELACs)	4.04 (2025) (Local Indicator, Priority 3, Reflection Tool sent to SSCs and ELACs)	3.99 (Local Indicator Survey Priority 3, Reflection Tool 25-26)	3.84	+0.26
2.3H	# of community members receiving communications from the district (3B&C) Number of Receivers of Blackboard messages Number of Facebook Followers Number of visits to district website (average) daily weekly monthly	Blackboard: 58,343 FB Followers: 7,173 Instagram Followers: 1,566 Twitter Followers: 1,200 Website Visits (Average): Daily: 2,237 Weekly: 15,661 Monthly: 70,474 (Community Relations Report 23-24)	Blackboard: 58,831 FB Followers:7,694 Instagram Followers: 2,520 Twitter Followers: 1,181 Website Visits (Average): Daily: 4,044 Weekly: 8,833 Monthly: 26,366	Blackboard: 59,431 FB Followers: 8367 Instagram Followers: 3616 Twitter Followers: (Outreach no longer uses Twitter (X) as an informational Outlet to families) Website Visits (Average): Daily: 1,816	Blackboard: 61,260 FB Followers: 7,531 Instagram Followers: 1,644 Twitter Followers: 1,260 Website Visits (Average): Daily: 2,348 Weekly: 16,444 Monthly: 79,997	Blackboard: +1,088 FB Followers: +1,194 Instagram Followers: +2,050 Twitter Followers: N/A Website Visits (Average): Daily: -421 Weekly: -5,101 Monthly: -37,555

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Community Relations Report 24-25)	Weekly: 10,560 Monthly: 32,919 (Community Relations Report 25-26)		
2.3I	#/% of staff and students who say that their school maintains its physical resources	Staff: 578 / 83% Students: 2543 / 75% (2024 LCAP Climate Survey)	Staff: 555 / 78% Students: 3005 / 75% (2025 LCAP Climate Survey)	Staff: 385 / 71% Students: 1764 / 72% (LCAP Climate Survey 25-26)	Staff: 86% Students: 78%	Staff: -12% Students: -3%
2.3J	#/% of Staff safe at school #/% of Students who feel safe at school (6C)	Staff safe at school: 544 / 75% Students who feel safe at school 3525/61% (2024 LCAP Climate Survey)	Staff: 540 / 74% Students: 2461 / 59% (2025 LCAP Climate Survey)	Staff : 387 / 76% Students: 1672 / 66% (LCAP Climate Survey 25-26)	Staff safe at school: 78% Students who feel safe at school: 64%	Staff: +1% Students: +5%
2.3K	#/% of schools rated good or exemplary from the FIT report reported in SARCs (1C)	28/100% (FIT Report 2023)	27/96% (FIT Report 2024)	27/96% (FIT Report 2025)	100%	-4%
2.3L	% of parents who feel the district keeps them well informed of events and activities	67% (LCAP Climate Survey 23-24)	69% (LCAP Climate Survey 24-25)	78% (LCAP Climate Survey 25-26)	69%	+11%
2.4A	#/% of K-8 students districtwide who enroll in an ELOP enrichment club/activity. (8)	3899/15.58% (Q Student Information System 8/1/23-3/8/24)	4455/16% (Q Student Information System 8/1/24-3/8/25)	4882/27.8% (Q Student Information System 8/4/25-3/6/26)	20%	+12.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4B	#/% 9-12 of students participating in extra- and co-curricular activities	2524/37.6% (Q Student Information System 8/1/23-4/30/24)	2144/23.7% (Q Student Information System 8/1/24-4/22/24)	2021/24.2% (Q Student Information System 8/4/25-4/22/26)	40%	-13.4%
2.4C	#/% of 4th-8th grade students participating in Acorn League	2080 Students (Acorn Coordinator Report 23-24)	2160 Students (Acorn Coordinator Report 24-25)	594 Students (Q Student Information System)	2288 students	-1486
2.4D	Middle school drop out rates - percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school (5C)	0.19% (2023 CALPADS)	0.54% (CALPADS, 2023-24, Fall 1 - 8.1c)	0.28% (CALPADS, 2024-25, Fall 1 - 8.1c)	0.15%	+0.09

Goal Analysis [2025-26]

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

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

2.1 - fully implemented - MUSD continued to implement the planned actions for this goal by providing a dedicated focus on health, safety and wellness which led to continued support of health services, safety supports and nutrition education. Students are supported as they manage diagnosed physical and mental health needs. Successes encompassed farmers markets and health camps and support for safety incidents on campuses. Challenges include identifying and providing individual supports.
2.2 - fully implemented - MUSD was able to successfully implement individual and group counseling, connect students to resources for academic or attendance barriers, provide student and staff support for emotional learning, support students and families with outside resources to navigate challenges/mentoring services, and provide programs to support and reward positive behavior. Challenges include the unique nature of students who need additional support, working with outside vendors to find appropriate space/logistics, confidentiality/privacy concerns, and measuring efficacy quantitatively.
2.3 - fully implemented - Manteca's Community Relations and Engagement Department has grown to support all sites and departments in helping students and families to understand what is happening at, and offered by, schools and district departments. In addition, most sites have an outreach liaison who is able to work with families to access needed resources and encourage school attendance. Successes are

increasing modes of communication and overall access for educational partners. Challenges with this action include finding the most efficient and effective ways to communicate and receive feedback from families and students.
2.4 - fully implemented - This action increased the elective offerings at TK-8 schools, supported the ACORN league, and provided rewards and incentives for behavioral and academic growth and achievement as well as educational opportunities and experiences. Challenges include finding allowable and reasonable methods of motivation; providing electives through an appropriately credentialed employee. All planned actions were implemented as they were described in the LCAP.

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

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

2.1 - within material difference threshold
2.2 - within material difference threshold
2.3 - within material difference threshold
2.4 - We spent more than budgeted because we spent carryover funds that were not previously budgeted from various donation, grants, and SMAA money; our afterschool services contract exceeded the budgeted amount by $2.5 million, and services and stipends for supplemental activities and personnel roles which were originally captured in other actions were moved into 2.4.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective
Action: 2.1
Effectiveness of Action: 3
Metrics: 2.1C
Analysis Statement: Educational partner input from parents and students indicate that the district is utilizing resources for health, safety, and academics which are having a positive impact on the effective education of child(ren). Comments (see educational partner engagement) are particularly glowing regarding nutrition, health and safety departments and the services they are providing for students and families. All Parents as well as those associated with English learners and socio-economically disadvantages indicated greater satisfaction with the effectiveness of the education provided. There were an insufficient number of respondents of FY.

Action: 2.2
Effectiveness of Action: 3
Metrics: 2.2A, 2.2B, 2.2C, 2.2D, 2.2 E, 2.2F
Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that 53.6% of schools are showing strong evidence (>80%) of PBIS strategies. These program elements have contributed to a reduced expulsion rate and overall number of expulsions and suspensions in all student groups, and all students (including all unduplicated groups) demonstrated improved chronic

absenteeism rates from the baseline year, while data were mixed in a year over year comparison. While the percentage of students feeling safe at school had all increased over the previous year, the difference from baseline was varied. The percentage of students feeling connected to their school increased in all identified grade levels from the baseline data. Overall improved outcomes indicate that these actions are producing desired results.

Action: 2.3
Effectiveness of Action: 3
Metrics: 2.3D, 2.3E
Analysis Statement: Reviewing high school graduation rates and positive attendance rates disaggregated by unduplicated groups shows that while the all-student group maintained an already strong graduation rate, two of three unduplicated groups (EL and SED) made improvements in their graduation rates, leading to the conclusion that the actions are effective in improving graduation rate for unduplicated pupils. The one group that did not make increases (FY) is influenced by the fact that this group is extremely variable. The positive attendance percentage also increased for all student groups in the metric, indicating that actions are effective for improving attendance rates for unduplicated pupils.

Action: 2.4
Effectiveness of Action: 3
Metrics: 1.1B, 1.2B, 2.2B, 2.3D
Analysis Statement: An in-depth analysis of the unique metrics above indicate that generally speaking, the action is having a positive impact on the unduplicated populations as the percentage of students meeting growth targets in ELA (METRIC 1.1B) and Math (METRIC 1.2B) has risen significantly and the percent of unduplicated students who are suspended at least once has decreased (METRIC 2.2B). The positive attendance rate showed a slight increase, fewer students were chronically absent (METRIC 2.3D), made more academic gains and participated in engaging educational experiences and opportunities. Metrics from 2.4 show that while fewer students are participating in extra and co-curricular activities, including ACORN league, there are more students participating in Expanded Learning Opportunities (ELOP) before and after school. Anecdotal conversations suggest that school cultures continue to have a positive shift.

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

LREBG amounts and actions were updated.
Removed 'Safety Department' from Description of Action 2.1

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for supplemental safety, well-being, and communications	Teaching students about taking care of themselves includes the combined efforts of the Nutrition Education Department, Health Services Department, and other supplemental services and programs associated with Health and Wellness. This action supports educating students about personal health and safety, monitoring student safety during unstructured times, as well as community health and safety, nurse participation and interactions.	$3,942,102.00	Yes
2.2	Support for improving school connectedness, attendance and behaviors	Based on an overarching site strategic plan analysis and survey responses, there is a need to address chronic absenteeism and behaviors. Individual needs must be assessed and responded to in order to support students in achieving academic progress; School/District-wide behavioral programs (PBIS); partnerships; mentorship programs; increased counseling services; restorative practices; Coordination of Services Teams (COST); training for certificated and classified staff (i.e. CPI), Tier I classroom SEL curriculum support and programs, wrap-around services are available. Students will have access to school-based counseling. This action is identified as one which uses Learning Recovery Emergency Block Grant (LREBG) funds. Pursuant to Education Code Section 32526(c)(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. LREBG funding will support Tiered Wrap Around Services and supports provided by Board Certified Behavior Analysts and BSPAs. These funds will also provide Mental Health/Social-emotional learning supports for students, and pay for training and certifications for the district trainers. In addition, conferences related to teaching teachers how to support the social-emotional needs of students will be funded. Research strongly supports the provision of mental health and social-emotional services in K-12 public schools as a means to improve student achievement and highlight the importance of integrating mental health and social-emotional services into the educational framework to support student success. Social and Emotional Learning (SEL) and Student Benefits - ed	$22,084,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
		files.eric.ed.gov The identified metrics will be 2.2A . MUSD has unexpended LREBG funds for the 2026-27 school year. Additional funds may be received in the fall of 2026. Budgeted LREBG - 2026-27: $ 3,896,924.00		
2.3	Support for families and students to actively engage with school	Based on an overarching site strategic plan analysis, there is a need to address involving families in their children's education as it is paramount to student success. When families are meaningfully and continuously engaged in their children's learning and development, it has a positive impact on their child's health, academic, and well-being outcomes. MUSD is committed to informing parents of student activities and academic performance, increasing opportunities to engage with the school and incentivizing meaningful participation and partnership between the school, the student and the caregiver. Students actively engaging with school is important to lessen absenteeism. This action will fund: the Community Relations and Engagement Department and activities as they inform and invite (i.e. Standards Based Reporting); attendance trainings and communications; outreach assistants at sites; a parenting partners program, other assistive programs which promote a positive connection to school. Master planning facilities which are up-to-date and visually welcoming/comfortable enhance feelings of school connection and can support students in adjusting to school environments, feeling safe and providing locations for educational relationships and learning.	$1,418,706.00	Yes
2.4	Engaging Educational	Based on an overarching site strategic plan analysis and educational partner input, there is a need to provide students with educational	$33,100,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Experiences and Opportunities	excursions, real world experiences, opportunities for participation in competitions. This action will support : Electives at 7th and 8th grades, and at high schools, ACORN league, rewards and incentives for improvement and achievement, before and afterschool opportunities, educational (i.e.science fair, math olympiad, Academic Decathlon, coding challenges) and educational excursions (i.e. science camp).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1A	% of English learners making progress toward English proficiency based on individual ELPAC results (4E)	47.6% (California Dashboard 2023)	44.3% (California Dashboard 2024)	47.4% (California Dashboard 2025)	50%	-0.2%
3.1B	English Learner Reclassification rate % of English Learners who met MUSD reclassification requirements (4F)	13.7% (2022-2023 Q Student Information System)	13.2% (2023-2024 Q Student Information System)	13.1% (2025-2026 Q Student Information System)	15.2%	-0.6%
3.1C	#% of English learners identified as long-term English learners (LTELs) (4) (7B)	12.7% 1,183 (2022-23 DataQuest)	12.0% 1,130 (2023-24 DataQuest)	12.2% 1,113 (2024-25 DataQuest)	11.4%	-0.5% (improvement) -70
3.1D	% of 3-12th grade English learners meeting growth target from Fall to Winter on MAP Reading and Math assessment (4)	Reading: 45.7% Math: 50.7% (NWEA Fall to Winter 23-24)	Reading: 42.5% Math: 52.2% (NWEA Fall to Winter 24-25))	Reading: 50.6% Math: 48.6% (NWEA Fall to Winter 25-26)	Reading: 50.2% Math: 55.8%	Reading: +4.9% Math: -2.1%
3.1E	Learning walk data collected - % of classrooms using ELD base curriculum	61% (2024-2025 Student Programs Report)	N/A	63% Strong Evidence 21% No Evidence 16% Other Multilingual Services (new dept name) report 25-26	70%	+2%
3.1F	Chronic absenteeism (Students absent 10% of more of the days	26.1% (22-23 DataQuest)	22.0% (23-24 DataQuest)	22.5% (24-25 DataQuest)	21.2%	-3.6% (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrolled in the district) rate of English learners (5B for ELs)					
3.1G	% of English learners who are prepared on the college and career indicator	16.3% (California Dashboard 2023)	18.3% (California Dashboard 2024)	18.5 (California Dashboard 2025)	19.5%	+2.2%
3.1H	% English learners meeting graduation requirements	83.9% (California Dashboard 2023)	85.1% (California Dashboard 2024)	86.5% (California Dashboard 2025)	88%	+2.6%
3.1I	Programs and services enable ELs to access the common core state standards including ELD standards (2B) Number of Rosetta Stone licenses: # being used by English learners at least 1 hr/year # being used by English learners at least 10 hours/year # of Teachers Trained in BeGlad strategies out of total number of teachers (2B)	Licenses - 200 Number of students using Rosetta Stone At least one hour: 113 At least 10 hours: 17 (Rosetta Stone Usage Report 23-24) #/% of Teachers Trained in BeGlad strategies: 78/7% (Student Programs Report 23-24)	Licenses - 205 Number of students using Rosetta Stone At least one hour: 113 At least 10 hours: 27 (Rosetta Stone Usage Report 24-25) #/% of Teachers Trained in BeGlad strategies: 126/11% (Student Programs Report 24-25)	Licenses - 200 Number of students using Rosetta Stone At least one hour: 52 At least 10 hours: 6 (Rosetta Stone Usage Report 25-26) #/% of Teachers Trained in BeGlad strategies:: 84/7% (2025-2026 MTSS of Emerging Students (new dept name) Report)	Number of students using Rosetta Stone At least one hour: 123 At least 10 hours: 37 #/% of Teachers Trained in BeGlad Strategies 156/14%	Licenses Number of students using Rosetta Stone At least one hour: -61 At least 10 hours: -11 #/% of Teachers Trained in BeGlad Strategies:0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1J	#/% of students in New Horizons Summer Academy showing growth from pre to post writing assessment #/% of students in EL Summer Academy showing growth in each of 4 ELPAC domains on post assessment	New Horizons Summer Academy 15/37% EL Summer Academy 8/70% Reading 5/41% Writing 2/17% Listening 5/42% Speaking (2024-2025 Student Programs Report)		New Horizons Summer Academy 87.4% EL Summer Academy EL Summer Academy Reading:75% Writing: 50% Listening: 62.5% Speaking: 37.5% (Multilingual Services (new dept name) report summer 24-25)	New Horizons Summer Academy 50% EL Summer Academy % of students showing growth _75%__Reading _50%__Writing _30%__Listening _50%__Speaking	New Horizons Summer Academy +50.4% EL Summer Academy Reading: +5% Writing: +9% Listening: +45.5% Speaking: -4.5%
3.2A	LCAP survey responses: % of caregivers of Foster Youth who perceive emotional health and well-being as good or excellent	46% (LCAP Climate Survey 2024)	insufficient respondents to yield a result (LCAP Climate Survey 2025)	insufficient respondents to yield a result (LCAP Climate Survey 2026)	50%	n/a
3.2B	FY disaggregated data on the dashboard (CAASPP results, if possible); graduation rate, suspension rate; chronic absenteeism rate; CCI, Math, ELA, metrics taken as a group (7B)	Grad Rate: 77.8% Suspension rate: 23.8% Chronic Absenteeism rate: 30.1% College/Career Ready: 7.4% Math: 159 pts below standard ELA: 108.6 pts below standard	Grad Rate: 47.6% Suspension rate: 21.7% Chronic Absenteeism rate:22.7% College/Career Ready: 15.0% Math: 153.3 pts below standard ELA: 82.7 pts below standard	Grad Rate: 69.6% Suspension rate:17.4% Chronic Absenteeism rate:34.9% College/Career Ready: 21.7% Math: 135 pts below standard ELA: 99.1 pts below standard	Grad Rate: 81.7% Suspension rate: 21.4% Chronic Absenteeism rate: 27% College/Career Ready: 10% Math: 143 pts below standard ELA: 97.7 pts below standard	Grad Rate: -8.2% Suspension rate: -6.4% (improvement) Chronic Absenteeism rate: -4.8% College/Career Ready: +14.3% Math: +24 pts ELA: +9.5 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(California Dashboard 2023)	(California Dashboard 2024)	(California Dashboard 2025)		
3.2C	% of FY meeting growth target on Reading MAP Growth assessment - Fall to Winter	FY: 49.5% (NWEA Fall to Winter 23-24)	41.7% (NWEA Fall to Winter 24-25)	44.1% (NWEA Fall to Winter 25-26)	54.4%	-5.4%
3.2D	% of FY meeting growth target on Math MAP assessment - Fall to Winter	FY: 52.2% (NWEA Fall to Winter 23-24)	48.9% (NWEA Fall to Winter 24-25)	57% (NWEA Fall to Winter 25-26)	54.8%	+4.8%
3.2E	# of Foster Students with contact from the counselor and/or outreach assistant.	Counselor: 157 Outreach Asst: 76 (2024-2025 Student programs reports)	Counselor: N/A Outreach Asst: N/A	Counselor: 51 Outreach Asst: 41 *Region 5 Only (2025-2026 MTSS of Emerging Students (new dept name) Report)	Counselor: 200 Outreach Asst: 100	Counselor: -106 Outreach Asst: -35
3.3A	Base (district-adopted) and appropriate supplemental (district - approved) programs provided to students with disabilities (7C) % of classrooms showing evidence of teachers utilizing the base and supplemental curriculum (Math In Practice, Bridges, Math Links, Number Worlds, Reading Plus, Lexia, Sound Sensible/SPIRE, Attainment) as	50% - no evidence of base 50% - evidence of base 26%- 1 piece 2%- 2 pieces supp 3%- 3 pieces supp (Fall 2023 Learning Walks - SWD Dept)	17.6% - no evidence of base 50% - evidence of base 23.1%- 1 piece 22.1%- 2 pieces supp 34.7%- 3 pieces supp (2024 Learning Walks - SWD Dept)	22.2% - no evidence of base 71.5%% - evidence of base 16.4%- 1 piece 24.2%- 2 pieces supp 33.8%- 3 pieces supp (SWD Department reports 25-26)	0% - no evidence of base 100% - evidence of base 75%- 1 piece 50%- 2 pieces 25%- 3 pieces	-27.8% - no evidence of base (improvement) +21.5% - evidence of base -9.6% 1-1-piece +22.2% 2 pieces supp +30.8% 3 pieces supp

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	evidenced by Learning Walks					
3.3B	Number of progress reports for students with IEP's being completed as monitored by audits of Progress Reports after 1st, 2nd and 3rd trimesters; 1st, 2nd, 3rd, and 4th quarters	80% out of the 10% audited has progress reports completed (SWD Department reports 23-24)	82% out of the 10% audited has progress reports completed (SWD Department reports 24-25))	92% out of the 10% audited has progress reports completed (SWD Department reports 25-26)	100%	+12%
3.3C	# of students who did not have initial IEPs completed within the 60 day timeline as monitored monthly by the SEIS dashboard	8 Students (SWD Department reports 23-24)	0 (SWD Department reports 24-25)	4 (SWD Department reports 25-26)	0	-4 (improvement)
3.3D	% of SWD in general education >80% in grades UTK-8, in grades 9-12	Grades ALL: 40% Grades UTK-8: 52% Grades 9-12: 14.5% (SWD Department reports 23-24)	Grades ALL: 50% Grades UTK-8: 60% Grades 9-12: 29% (SWD Department reports 24-25)	Grades ALL: 54.5% Grades UTK-8: 59% Grades 9-12: 51% (SWD Department reports 25-26)	Grades ALL: 72% Grades UTK-8: 72% Grades 9-12: 72%	Grades ALL: +14.5% Grades UTK-8: +7% Grades 9-12: +36.5%
3.4A	#/% meeting growth target on MAP Reading assessment Fall to Winter-disaggregated by all students/SED/TSSP	All: 10651/48.24% SED: 3879/40% TSSP: 525/36% (NWEA Fall to Winter 23-24)	All: 9971/45.7% SED: 2787/45.2% TSSP: 1067/43.9% (NWEA Fall to Winter 24-25)	All: 11817 / 53.34% SED: 2092 / 50.54% TSSP: 786 / 50.22% (NWEA Fall to Winter 25-26)	All: 53% SED: 46% TSSP: 41.4%	All: +1166/+5.1% SED: -1787+10.54% TSSP: +261/+14.22%
3.4B	#/% meeting growth target on MAP	All:12070/54.38% SED: 4444/46%	All: 12054/53.4% SED: 3230/50.4%	All: 12506/ 55.02%	All: 59.8% SED: 52.9%	All: +436/+0.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics assessment Fall to Winter- disaggregated by all students/SED/TSSP	TSSP: 586/40% (NWEA Fall to Winter 23-24)	TSSP: 1295/51.2% (NWEA Fall to Winter 24-25)	SED: 2161/ 50.94% TSSP: 812 / 50.28% (NWEA Fall to Winter 25-26)	TSSP: 46%	SED: -2283/+4.94% TSSP: +226/+10.28%
3.5A	#/% meeting growth target on MAP Reading assessment Fall to Winter- disaggregated by all students, Socio-economically disadvantaged, TSSP, English Learner, Foster Youth, African American, American Indian, Asian, Filipino, Hispanic, Native Hawaiin/Pacific Islander, White, Two or More races	All: 10651/48.24% SED: 3879/40% TSSP: 525/36% EL: 1932/36% FY: 53/36% AA: 1172/50% AI: 87/44% AS: 3930/51% FI: *563 / 47.7% HI: 12102/48% PI: 252/58% WH: 3161/49% TOM: 849/54% (NWEA Fall to Winter 23-24) * NWEA Fall to Winter 24-25)	All: 9971 / 45.7% SED: 2787 / 45.2% TSSP: 1067 / 43.9% EL: 1800 / 42.2% FY: 44 / 48.9% AA: 498 / 43.0% AI: 28 / 43.1% AS: 1582 / 50.0% FI: N/A HI: 5398 / 44.6% PI: 122 / 48.0% WH: 1369 / 45.7% TOM: 414 / 45.8% (NWEA Fall to Winter 24-25)	All: 12141 / 53.6% SED: 8170 / 52.5% TSSP: 790 / 50.4% EL: 2307 / 51.9% FY: 45 / 44.1% AA: 652 / 53.5% AI: 37 / 49.3% AS: 2691 / 57% FI: 960/52.2% HI: 6208 / 51.6% PI: 115 / 53.7% WH: 1579 / 54.2% TOM: 535 / 54.2% (NWEA Fall to Winter 25-26)	All: 50.4% SED: 41.8% TSSP: 37.6% EL: 37.6% FY: 37.6% AA: 52.2% AI: 46% AS: 53.3% FI: 50.0% HI: 50.2% PI: 60.61% WH: 51.2% TOM: 56.4%	All: +5.36% SED: +12.5% TSSP: +14.4% EL: +15.9% FY: +8.1% AA: +3.5% AI: +5.3% AS: +6% FI: +4.5% HI: +3.6% PI: -4.3% WH: +5.2% TOM: +0.2%
3.5B	#/% meeting growth target on MAP Mathematics assessment Fall to Winter- disaggregated by all students, Socio-economically disadvantaged, TSSP, English Learner, Foster, African American, American Indian, Asian,	All: 12070/54.38% SED: 4444/46% TSSP: 586/40% EL: 2278/42% FY: 53/36% AA: 627/52% AI: 50/57% AS: 2346/58% FI: *724 / 59.9% HI: 6533/52% PI: 132/51%	All: 12054 / 53.4% SED: 3230 / 50.3% TSSP: 1294 / 51.5% EL: 2325 / 51.0% FY: 48 / 49.0% AA: 621 / 51.9% AI: 31 / 45.6% AS: 1917 / 58.2% FI: N/A HI: 6414 / 51.2%	All: 12864 / 55.7% SED: 8661 / 54.5% TSSP: 812 / 50.3% EL: 2411 / 54.1% FY: 57 / 56.4% AA: 638 / 51.6% AI: 43 / 54.5% AS: 2933 / 60.7% FI: 1135/60.8% HI: 6518 / 52.5% PI: 109 / 49.7%	All: 56.4% SED: 48.1% TSSP: 41.8% EL: 43.9% FY: 37.6% AA: 54.5% AI: 59.6% AS: 60.6% FI: 64% HI: 54.3% PI: 53.3%	All: +1.32% SED: +8.5% TSSP: +10.3% EL: +12.1% FY: +20.4% AA: -0.4% AI: -2.5% AS: +2.7% FI: +0.9% HI: +0.5% PI: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Filipino, Hispanic, Native Hawaiin/Pacific Islander, White, Two or More races	WH: 1772/55% TOM: 540/54% (NWEA Fall to Winter 23-24) * NWEA Fall to Winter 24-25)	PI: 136 / 53.3% WH: 1671 / 54.7% TOM: 543 / 57.6% (NWEA Fall to Winter 24-25)	WH: 1695 / 57.1% TOM: 570 / 57.5% (NWEA Fall to Winter 25-26)	WH: 57.4% TOM: 56.4%	WH: +2.1% TOM: +3.5%

Goal Analysis [2025-26]

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

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

3.1 - fully implemented - Implementation included professional learning through BeGLAD training, equipping teachers with research-based strategies to support both designated and integrated English Language Development (ELD). Instructional support was further strengthened through Teacher on Special Assignment (TOSA) positions dedicated to ELD. TOSAs provided coaching, modeled lessons, and facilitated community of practices focusing on strategies and/or content that supports language development. Conferences were attended to support training and professional development to increase knowledge of the content TOSA deliver to staff, teachers, and/or administrators. To support data-driven decision-making, the district utilized Ellevation as a platform for monitoring student progress and guiding instructional next steps for ELs, LTELs, and RFEP students. Extended learning opportunities were provided through summer programs, including support for our Newcomer students. Before- and after-school opportunities were designed to support our English learners. The district also prioritized staffing and access supports, including bilingual paraprofessionals, translation and interpretation services, and supplemental language programs such as Rosetta Stone for our Newcomer students.
Successes include implementation and use of specific strategies provided from the professional development training, along with the many options of professional development provided. Relevant challenges are limited training and student contact time. Carving out dedicated instructional time to focus exclusively on the needs of English learners remains a challenge. Additionally, the district has experienced growing linguistic diversity and has faced challenges in providing support for an expanding range of home languages.
3.2 - implemented as planned - the implementation process focused on The Student Scholars Rising Team to partner with school sites to coordinate intake meetings, coordinate transportation, participate in COST and increasing support for foster youth. Personnel meet with the Director of Emerging Students along with the Coordinator of Health Services to coordinate services, identify needs, involve other departments and services. The counselor met with students on average of 4 times per month, intake meetings were completed and recorded in our student information systems consistently at a higher rate in region 5. The relevant challenges include the changing nature of needs, locations, and training for personnel.
3.3 - fully implemented - Overall, the implementation included working with teachers to improve strong Tier I teaching with systemwide professional learning. Other compliance metrics also showed improvement. A major obstacle encountered was the ability to hire fully

credentialed teachers and fill paraprofessional positions. One highlight of the implementation process was increasing the percent of students who were educated in the general education classroom more than 80% of the day through the piloting of co-teaching and other instructional delivery models which improved outcomes for special education students as well as general education students. Challenges included sufficient training for teachers in alternate delivery models and time for planning and collaboration.
3.4 - fully implemented - Implementation focused on providing targeted resources and supplies for students experiencing homelessness; delivering additional site-based staff training; strengthening collaboration with outside agencies to address student and family needs; expanding transportation supports, including the addition of a transportation vendor to increase capacity; increasing access to afterschool programs; and implementing attendance supports to reduce barriers to consistent participation. Efforts also included providing internet access for qualifying students to ensure access to core curriculum and identifying additional obstacles to attendance and academic success that could be addressed through available resources. Notable successes include expanded transportation options for students, particularly amid the nationwide shortage of qualified drivers. Despite these successes, coordinating transportation schedules across programs and sites remains an ongoing challenge.
3.5 - implemented as planned - This action, like Action 2.2, focuses on connecting students to resources that address academic and attendance barriers; providing students and staff with social-emotional learning supports; assisting students and families in accessing outside resources to navigate challenges; and offering programs that promote and recognize positive behavior, as well as mentoring opportunities. Challenges include the high number of students requiring additional support, logistical and space constraints when working with external providers, confidentiality and privacy considerations, and ensuring widespread awareness of the availability and value of these programs.

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

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

3.1 - within material difference threshold
3.2 - We exceeded our budget because there were additional personnel hired to serve Foster Youth and there was a $78,000 incorrect charge to 3.1 which should have been included in the support for Foster Youth action.
3.3 - within material difference threshold
3.4 - We exceeded our budget because we increased our Migrant Summer school and its associated costs (teachers/admin/benefits, transportation, classified support), and transportation costs for Health Services contracts (students experiencing homelessness) were greater than expected.
3.5 - We exceeded our budget because there were additional costs for supports for Special Education Early intervention, mentoring services for African American students costs more than budgeted, and there were extra time costs for teachers and paraprofessionals.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

The actions outlined in Goal 3 helped make progress toward the district goal of 'Every student is supported within a multi-tiered system to realize their individual success.'
Action: 3.1
Effectiveness of Action: 3
Metrics: 3.1B, 3.1C, 3.1D, 3.1E, 3.1F, 3.1G, 3.1H, 3.1I, 3.1J
Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that a majority of the metrics employed show growth for English learners from baseline to year 2 outcomes, though they are still slightly lower in percent making progress on ELPAC and MAP growth in mathematics. Evidence of teachers using designated English language development curriculum and teacher participation in programs like BeGlad have contributed to an increase in graduation rate and College/Career preparation. Some metrics, such as reclassification rate, may have produced lesser results due to criteria changes outside of the action such as the % standards met requirement associated with the new standards-based reporting. Actions including Rosetta Stone and BeGlad will be watched and evaluated for continued effectiveness.

Action 3.2
Effectiveness of Action: 2
Metrics: 3.2A, 3.2B, 3.2C, 3.2D
Analysis Statement: The California Dashboard indicators (graduation rate, suspension, college/career readiness, CAASPP math, MAP ELA and Math growth) showed mixed results with 4 improvements and 2 regressions. Math and language arts outcomes, Suspensions and college/career readiness indicators were improved with Chronic absenteeism and graduate rate falling. The program data is difficult to maintain as the set of FY is inconsistent year over year. The system is expanding to serve more students in other areas and meet the unique needs of FY.

Action: 3.3
Effectiveness of Action: 3
Metrics: 3.3A, 3.3B, 3.3C, 3.3D
Analysis Statement: An in-depth analysis of the actions reveals that as of 3/2026, all identified metrics have shown improvement. There has been an increase in the percent of students in GE =80% (Grades ALL: +14.5%; Grades UTK-8: +7%; Grades 9-12: +36.5%). An improvement was seen in the number of students whose initial IEP was outside of the 60-day timeline, reduced from 8 to 4, and the number of progress reports completed up by 12%. This is likely due to the increased focus on these areas and the upkeep of SEIS data. Learning walks indicate that teachers are using the adopted base and supplemental curricula for their classrooms and students. A district-wide focus on improving the student outcomes of students with disabilities has led to increases in measured metrics and those not identified numerically (anecdotal).

Action: 3.4
Effectiveness of Action: 3
Metrics: 3.4A, 3.4B
Analysis Statement: Consistent with other analyses, this action was found to be effective in meeting the needs of both unduplicated student populations and the all-students group. The percentage of students meeting growth targets in both ELA and mathematics increased for all students, and the increase was greater for socio-economically disadvantaged and students experiencing homelessness, concluding that this

action is effective in improving outcomes and closing the gap in these metrics. As observed in other areas, a targeted focus on identifying students and collaborating with those who support them has contributed to these improved student outcomes.
Action: 3.5
Effectiveness of Action: 2
Metrics: 3.5A, 3.5B
Analysis Statement: Comparing baseline data to current performance, of the 13 identified groups, 12 had increases in the metrics above, and many were statistically significant. The gains were all larger than the losses as the only declines were 4.3% and 1.3% while the gains were 1.3 to 20.4%. Looking at all student groups, the entire system appears to be lifting and creating greater increases for all students.

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

No changes were made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support for Emerging Bilinguals (English learners)	This action will fund BeGLAD trainings, Ellevation, TOSAs focusing on designated and integrated ELD support, summer EL program, and identified needs for LTELs and newcomers, interventions, tutoring, timesheeting, bilingual paraprofessionals, supplemental language supports (i.e. Rosetta Stone); training for teachers in designated ELD/ integrated language support (i.e. GLAD), technology to enhance understanding and increase connectivity/engagement, specific services, and supplies to meet individual needs of ELs as identified by data. Supplemental translation/interpretation and support for communication. Extended learning opportunities (before/after school, summer, breaks), increased opportunities for participation; assessment and monitoring and tracking for EL, LTEL, RFEP students.	$5,945,916.00	Yes
3.2	Support for Foster Youth	This action is connected to Differentiated assistance work and will fund district and site personnel/timesheeting Liaison/Point Of Contact, intake meetings; Resources provided including transportation, participation in	$894,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coordination of Services Team (COST) meetings (timesheeting); increased Health Services support for students; Outreach assistants to support youth and families in getting connected to other available services in the immediate area, provide school supplies and academic support as outlined in the link to the Foster Plan. A specific focus in Region 5 to address foster youth with a foster outreach assistant for the region and a foster youth guidance counselor.		
3.3	Support for Students with Disabilities	Identified as a student group eligible for differentiated assistance, Students with Disabilities is consistently performing below the all-student group in all areas. Resources to improve student outcomes coincide with the Compliance and Improvement Monitoring (CIM) Plan which is managed by the Department of Special Education. Community engagement sessions have yielded good questions and working with the differing staff serving students with disabilities has been, and continues to be, a slow, emotional process - helping each individual understand and embrace his/her role in student learning. Goals for this student group include 1)Improving strong Tier I teaching which requires systemwide professional learning on tiered systems of support; 2) Programming/Block Scheduling as we work to increase the number/percent of special education students that are educated with their general education peers for greater than 80% of the day which requires partnering with high school site administration and their supervisors in relation to the master schedule and calendaring for the upcoming years, training for teachers on scheduling services to meet student needs, and a specific focus on math curriculum to ensure students are able to access content with appropriate prerequisite courses and skills.	$60,496,579.00	No
3.4	Support for Socio-economically disadvantaged youth	Research has determined that the greatest correlational factor to low student academic outcomes is a socio-economic disadvantage. Students from high poverty concentration areas display lesser rates of success on standardized tests and overall success in school. This action supports work to remove the barriers of socio-economic disadvantage by staff members including homeless outreach assistants, a health and safety	$2,223,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specialist and others site personnel who timesheet. Specific plans for students experiencing homelessness have been developed through the Health Services department including outreach to families and providing supports and supplies for them.		
3.5	Other supports and services	Based on identified needs for all, and individual, students and in order to improve academic outcomes and school experiences, salaries/extra time for personnel providing additional services and supports in meeting specific needs, achieving academic and social success, and increasing engagement of families and communities.	$1,575,837.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	French Camp School was not eligible for Equity Multiplier funds in the 2026-2027 school year, but will be continuing its goal to improve the outcomes for French Camp students with remaining Equity Multiplier funds. By June of 2027, support services will be provided to French Camp Elementary to assist all students specifically its student groups in need by providing funding and services to: A. reduce its rate of chronic absenteeism and suspensions for all students, including English learners, LTELs, TSSP, SWDs and white students by implementing actions which increase student engagement and feelings of connectedness based on 2023 California Dashboard B. reduce the rate of chronic absenteeism for English learners by implementing actions which increase student engagement and feelings of connectedness as measured by the California Dashboard C. improve student performance in ELA for students experiencing homelessness, students with disabilities and English learners by providing services that bolster foundational reading, comprehension and writing skills as measured by MAP growth and achievement data. D. improve student performance in Mathematics for all students, specifically English learners, Hispanic, students experiencing homelessness, socio-economically disadvantaged and students with disabilities by providing supplemental services and supports, additional training for teachers and site-specific professional development as measured by MAP growth and achievement data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

French Camp Elementary is a rural TK-8 school in Manteca Unified. The population is comprised of 90.2%% socio-economically disadvantaged students and 52.3% English language learners. Analysis of the Fall 2025 California Dashboard showed growth and a continued significant need for math support for all students (97.3 points below standard) specifically EL, TSSP(students experiencing homelessness), SWD, SED and HI and a continuing need for English language arts support, particularly among English learners (92.4 points below standard), LTELs (90.4 points below standard), students experiencing homelessness (72.4 points below standard). French Camp already has a relatively low suspension rate at 2.6% of students being suspended at least once, but previous groups are being monitored for

additional need in sub goal (a). Chronic absenteeism is high for the overall population at 25.2%, and Homeless and Students with disabilities were in the red in this area with a 24.7 and 37.9% chronic absenteeism rate, respectively. Other student groups, including Hispanic students, LTELs, and white students all have high chronic absenteeism rates which will be addressed with this goal. Supports in this area would benefit all student groups at French Camp, according to the feedback from the engagement meeting. There are several living quarters for the unhoused in the area and working with these students in ELA as well as other academic areas was requested by the students as well as other educational partners. Other student groups ranged between 34.9 and 152.1 points below standard on the CAASPP ELA assessment, so goals to increase achievement in English language arts would benefit the entire school, still being primarily developed for those identified as English learners or students experiencing homelessness. The key prioritized aim is to close the equity gap for our highest need students and increase their success in school. MUSD plans to improve the mathematics and English language arts performance through the actions included in this goal and will measure progress with local assessments (MAP growth data) as well as state assessment data (CAASPP) differentiated by student group. Additional actions will also serve to bring down chronic absenteeism by measuring engagement opportunity access and participation, differentiated by student group.
AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students with Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = WhiteH = White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1A	% of students at French Camp (FC) who are absent 10% or more of the days in which they are enrolled in the district	All: 33% EL: 29.3% LTEL: *24% SWD: 39.5% TSSP: 36.9% WH: 40.7% (Fall 2023 CA Dashboard) *Fall 2024 Dashboard	All: 28.2% EL: 28.9% LTEL: N/A SWD: 36.2% TSSP: 22.7% WH: 34.9% (Fall 2024 CA Dashboard)	All: 25.2% EL: 25.6% LTEL: 22.2% SWD: 37.9% TSSP: 24.7% WH: 28.9% (Fall 2025 CA Dashboard)	All: 19% EL: 19% LTEL 19% SWD: 19% TSSP: 19% WH: 19%	All: -7.8% (improvement) EL: -3.7% (improvement) LTEL: -1.8% (improvement) SWD: -1.6% (improvement) TSSP: -12.2% (improvement) WH: -11.8% (improvement)
4.1B	%/# of students at French Camp who participate in K-8 ELOP and/or Acorn League	K-8 ELOP: 28%/13 (Q Student Information System 23-24) Acorn League	K-8 ELOP: 41%/21 (Q Student Information System 24-25)	K-8 ELOP: 51.1%/299 (Q Student Information System 25-26)	K-8 ELOP: 33% ACORN League:	ELOP: +23.1% Acorn League:0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		%/# of students that participated in 4th-8th grade Acorn League: 0 (Q Student Information System 25-26)	Data not collected. Metric being discontinued. (24-25 Acorn League Coordinator Report)	Acorn League: 0 (Q Student Information System 25-26)		
4.1C	%/# of students at French Camp who reported they feel they have friends, respect teachers/staff, and feel comfortable talking to staff	Have friends: 30/91% Respect Teachers/Staff: 24/69% Feel comfortable talking to teachers/staff: 18/60% (LCAP Survey 23-24)	Have friends: 78/86% Respect Teachers/Staff: 63/72% Feel comfortable talking to teachers/staff: 52/70% (LCAP Survey 24-25)	Have friends: 49/88% Respect Teachers/Staff: 47/81% Feel comfortable talking to teachers/staff: 46/80% (LCAP Survey 25-26)	Have friends : 94% Respect Teachers/Staff: 72% Feel comfortable talking to teachers/staff: 63%	Have friends: -3% Respect Teachers/Staff: +12% Feel comfortable talking to teachers/staff: +20%
4.2A	% of students at French Camp suspended at least once during the school year	All: 2.8% EL: 2% LTEL:N/A SWD: 1.2% TSSP: 3.1% WH: 6.1% (Fall 2023 CA Dashboard)	All: 2.3% EL: 2% LTEL:N/A SWD: 4.1% TSSP: 3.3% WH: 2.2% (Fall 2024 CA Dashboard)	All: 2.6% EL: 1.8% LTEL: 1.9% SWD: 3.3% TSSP: 4.1% WH: 0% (Fall 2025 CA Dashboard)	All: 2.0% EL: 1.8 LTEL: 0 SWD: 3.5 TSSP: 3.0 WH: 2.0	All: -0.2% (improvement) EL: -0.2% (improvement) LTEL: +1.9% (improvement) SWD: +2.1% TSSP: +1.0% WH: -6.1% (improvement)
4.3A	Average points distance from standard for FC students on the CAASPP ELA	All: -52.9 EL: -66.5 LTEL: *-78.9 SWD: -112.4 TSSP: -82.5 (Fall 2023 Dashboard)	All: -63.8 EL: -86.2 LTEL: N/A SWD: -112.2 TSSP: -84.4	All: -63 EL: -92.4 LTEL: -90.4 SWD: -152.1 TSSP: -72.4	All: -45 EL: -65 LTEL:-58 SWD: -95 TSSP: -65	All: -10.1 EL: -25.9 LTEL: -11.5 SWD: -39.7 TSSP: +10.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Fall 2024 Dashboard	(Fall 2024 Dashboard)	(Fall 2025 Dashboard)		
4.3B	#/% of FC students identified in MAP Growth Fall to Winter as meeting growth projections in MAP Reading	All: 218 / 45% EL: 96 / 41.4% LTEL: 11 / 52.4% SWD: 26 / 41.3% TSSP: 23 / 41.8% (NWEA 23-24)	All: 218 / 45% EL: 96 / 41.4% LTEL: 16 / 42.1% SWD: 26 / 41.3% TSSP: 31 / 44.3% (NWEA 24-25)	All: 255 / 50.9% EL: 107 / 43.3% LTEL: 18 / 56.2% SWD: 29 / 43.2% TSSP: 32 / 54.2% (NWEA 25-26)	Percent of students meeting growth projections Fall to Spring : 50%	All: +5.9% EL: +1.9% LTEL: +3.8% SWD: +1.9% TSSP: +12.4%
4.4A	#/% of FC students identified in MAP Growth Fall to Winter as meeting growth projections in MAP Mathematics	All: 294 / 55.2% EL: 143 / 56.1% LTEL: 22 / 57.9% SWD: 44 / 65.7% TSSP: 41 / 55.4% (NWEA 24-25)	N/A	All: 308 / 59.1% EL: 159 / 58.9% LTEL: 13 / 46.4% SWD: 42 / 60.9% TSSP: 33 / 55% (NWEA 25-26)	All: / 60% EL: / 60% LTEL: / 60% SWD: / 69% TSSP: / 60%	All: +3.9% EL: +2.8% LTEL: -11.5% SWD: -4.8% TSSP: -0.4%
4.4B	Average points distance from standard (dfs) for FC students on the CAASPP Mathematics exam	All: -94.1 dfs EL: -102.9 dfs LTEL: *143.4 dfs SWD: -118.5 dfs TSSP: -96.1 dfs HI: -93.9 dfs SED: -97.7 dfs (Fall 2023 Dashboard) *Fall 2024 Dashboard	ALL: -103.7 dfs EL: 115.4 dfs LTEL: N/A dfs SWD: 152.2 dfs TSSP: 84.4 dfs HI: 105.2 dfs SED: 108.6 dfs (Fall 2024 Dashboard)	ALL: -97.3 dfs EL: -114.7 dfs LTEL: -153.5 dfs SWD: -160.0 dfs TSSP: -105.4 dfs HI: -97.9 dfs SED: -100.8 dfs (Fall 2025 Dashboard)	All: -75 dfs EL: -85 dfs LTEL: -120 dfs SWD: -105 dfs TSSP: -80 dfs HI: -85 dfs SED: -90 dfs	All: -3.2 dfs EL: -11.8 dfs LTEL: -10.1 dfs SWD: -41.5 dfs TSSP: +9.3 dfs HI: -4.0 dfs SED: -3.1 dfs

Goal Analysis [2025-26]

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

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

4.1- fully implemented - French Camp School successfully implemented the activities outlined in Action 4.1 by continuing and expanding ELOP clubs and tutoring programs, which included invitations for White students to participate. Identified students also engaged in Acorn League organized sports, including volleyball, basketball, track, and futsal, and actively participated in schoolwide events including

afterschool celebrations and performances. Daily attendance was closely monitored, and staff followed up with students in need of additional support. Incentive programs were effective in motivating students to attend school regularly and participate appropriately, contributing to the student group (WH) previously identified as Red on the California School Dashboard improving to Orange status. Challenges remain in accounting for external influences or barriers that may prevent or discourage consistent student attendance.
4.2 - fully implemented - PBIS implementation has continued and strengthened over time. Additional opportunities and incentives were provided for students who consistently modeled positive behavior, contributing to a reduction in the suspension rate for White students over the past two years. The student group (WH), initially identified due to a Red status on the California School Dashboard, has shown significant improvement and is now in the Blue. The administrative team has also collaborated with classroom teachers to implement alternatives to suspension, such as restorative practices, in order to keep students engaged in school and support positive behavioral outcomes.
4.3 - fully implemented - The continuation of an intervention teacher supported students in need of additional help in ELA and Math. After school tutoring was offered, but only one after-school tutoring opportunity has been established for junior high students, and the program began during the second half of November; student participation has been very low. Reward and incentives connected to reading and improving English language arts scores were given. Books were purchased. Consultants (i.e. David LaRose) supported rigor and professional learning communities on campus through meetings with the principal on a monthly basis focusing on PLC implementation and leadership support and/or recommendations in other areas. Challenges included providing outside of school tutoring for students who were experiencing homelessness, and for those living in the migrant camps as transportation is a continuing a difficult issue. Additionally, time for tutoring became limited to 30 minute sessions.

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

A threshold of 20% has been established as meeting the material difference guidelines for all actions.
The main reason for the material differences in this goal is the allocation was reduced after the budget was adopted
4.1 - within material difference threshold
4.2 - within material difference threshold
4.3 - within material difference threshold

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective

Action 4.1
Effectiveness: 3
Metrics: 4.1A, 4.1B, 4.1C
Analysis statement: Reviewing the 2024 California Dashboard, all student groups improved their chronic absenteeism rate, except for students experiencing homelessness and students with disabilities who were in the Red status on the 2025 California Dashboard. English learners declined significantly and moved to Yellow. And all other groups had between a 1.8% and 22.2% improvement in the chronic

absenteeism indicator. Additionally, in questions of participation, Regarding feeling connected to school, student respondents felt more respect for staff, and more comfortable talking to staff than in previous years. They did not indicate that they had friends at the same rate as previously. Continued monitoring is recommended.

Action 4.2
Effectiveness: 3
Metrics: 4.2A
Analysis statement: Students with Disabilities and White students improved, and English learners maintained, their suspension rate from the previous year according to the 2025 California Dashboard, but all other student groups declined in progress. The PBIS committee worked hard and provided rewards and incentives for improvement. The suspension rate at French Camp is already very low with no student groups in the red or in the very high band. Actions are effective in helping students feel safe and comfortable. Continued monitoring is recommended.

Action 4.3
Effectiveness: 2
Metrics: 4.3A
Analysis statement: Upon review of the California Dashboard and the local data from standards-based assessments, English learners and Long-term English learners continued to perform poorly on standardized assessment (92.4 and 90.4 points below standard respectively), staying in the red band and declining from the previous year. All student groups (ALL, EL, LTEL, SWD and TSSP) increased their percentage of students meeting growth targets on the MAP (+2.5%) from the previous year (+1.9 - +12.4). The HI and TSSP groups were in the Orange status. We believe that the support given via the intervention teacher is valuable and will stimulate growth of English language arts skills and improvement on assessments. The instructional specialist is focusing on teacher behaviors and supporting meeting individual students' needs within the classroom for strong Tier I instruction. MUSD is committed to this being the best way to improve student learning outcomes.

Action 4.4
Effectiveness: 2
Metrics: 4.4A
Analysis statement: A thorough analysis of the local and state assessment data indicate that all student groups except for TSSP declined in their distance from standard on the CAASPP mathematics exam, and only English learners increased the percentage of students meeting MAP Math growth targets and site collected grade level data leans into students making progress toward an achievement goal through only two grade levels (1st and 7th) have met their goal as found in the site strategic plan. Continued and consistent implementation of the action, including vertical articulation, is necessary to assist French Camp students to mastering grade level standards.

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

Added coaching support with focused plan to 4.3 and 4.4 to improve student outcomes through teacher support/training.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
4.2	Reducing suspensions @ French Camp	Continue the work of PBIS through committee work. Use PBIS Incentives to acknowledge positive or improved behavior. Offer opportunities for safe play and socializing to students during unstructured time. Monitor student discipline reports for eligibility in extra-curricular activities.	$3,692.00	No
4.3	Increasing English Language Arts proficiency @ French Camp	Intervention position will conduct learning lab to meet with students in grades 1-3 who are in the red/orange band according to MAP Reading. Acknowledge growth and achievement in Reading and Language Usage with incentives or rewards. Acknowledge students achieving the blue band in MAP Reading each trimester with incentives or rewards. Implement base Reading curriculum with fidelity, including manipulatives, technology peripherals, and other supplies, to improve student outcomes. Implement Fundations with fidelity in grades K-3 using supplies and materials necessary for the program to improve student outcomes including additional coaching and support. LaRose training on PLCs to analyze student data, make decisions based on student need, and design targeted skill-based timelines to improve student outcomes. Offer high-interest books in the library and on SORA for students to access at all age ranges to increase literacy skills when visiting the library. Instructional Specialist will provide direct support for Tier I inclusive instruction for highly effective collaborative teams focusing on the Just Words curriculum for grades 4-8. Professional Development opportunities to support language usage / writing for information across curricular areas. Coaching support for early literacy skills and effective reading strategies with available pull-out time for observation and debriefing Need: resident substitute teaching experts/afterschool or during school time sheeting/substitutes	$336,998.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Increasing Mathematics proficiency @ French Camp	PEBC coaching to enhance the rich tasks and math thinking strategies. ILT will analyze data and propose academic decisions schoolwide. Purchase of manipulatives, supplies, and technology, in Math. Tutoring will be available for identified students outside of the regularly contracted day. Small group instruction and varied teaching strategies to differentiate instruction based on student need. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions will be implemented to meet the assessed learning needs of the students. Learning walks to assess instructional efficacy with particular attention paid to Eagle Time in order to best support the teacher. Roving subs will be used to cover teachers' classrooms on designated learning walk days. Coaching support to enhance rich tasks and math thinking strategies including new curriculum implementation with available pull-out time for observation and debriefing Need: resident substitute(s) teaching experts/afterschool or during school time sheeting/substitutes	$275,486.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

for course and content relevance to improve engagement and performance. We will continue supporting and monitoring English learners as they acquire English proficiency, and all students, specifically socio-economically disadvantaged and Hispanic students as they were in the very low performance level, to help them meet grade level standards in mathematics with needed tutoring for students and coaching for teachers. Increasing access to college and career programs and/or pathways was a key takeaway from educational partners and providing career preparation courses will help improve CCI performance for Hispanic, SED, and EL students. Using programs and staff, we plan to improve the student outcomes through the actions included in this goal and will measure progress using both local assessments (MAP growth data) and state achievement tests (CAASPP and ELPAC) with data differentiated by student group.
AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1A	% of English learners at Calla HS who are making progress on the ELPAC	13.9% (English learner progress indicator Fall 2024 California Dashboard)	32.5% (English learner progress indicator Fall 2024 California Dashboard)	46.2% (English learner progress indicator Fall 2025 California Dashboard)	15.2%	32.3%
5.1C	#/% of students at Calla meeting growth target on the MAP Math growth assessment from Fall to Winter	HI: 70/60% SED: 53/60% (NWEA Fall to Winter 23-24)	HI: SED: 19/55.9% (NWEA Fall to Winter 24-25)	HI: 36 / 45% SED: 65 / 45.4% (NWEA Fall to Winter 25-26)	HI: 64.5% SED: 64.5%	HI: -15% SED: -14.6%
5.2A	Number of points the 'all student', Hispanic and SED and group averages from standard on Spring CAASPP Mathematics assessments at Calla	ALL: -168.7 HI: -175 SED: -167.7 (California Dashboard 2023)	ALL: -190.6 HI: -176.4 SED: -185.6 (California Dashboard 2024)	ALL: -156.6 HI: -167.9 SED: -156.6 (California Dashboard 2025)	-151.8	ALL: +12.1 HI: -7.1 SED: +11.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2B	#/% of students at Calla enrolled in a CTE course	ALL: 61/42% HI:45/44% SED: 40/48% EL:4/25% LTEL:8/17% (Q Student Information System 23-24)	ALL:52/25% HI:35/25% SED:31/19% EL:2/15% LTEL:8/25% (Q Student Information System 24-25)	ALL:74/72.5% HI: 54/76% SED: 59/73.6% EL: 11/44% LTEL: 0/0% (Q Student Information System 25-26)	79/47%	ALL: +30.5% HI: +32% SED: +25.6% EL: +19% LTEL: -17%
5.2C	% of students at Calla who are showing as "not prepared" on the College/Career Levels & Measures report (8)	All: 77.6% HI: 81.0% SED: 79.7% EL : 90.9% LTEL:* 90.9 2023 College/Career Levels & Measures report (California Dashboard Fall 2023) *2024 College/Career Levels & Measures report (California Dashboard Fall 2024	All: 86.3% HI: 86.6% SED: 87.1% EL : 91.4% LTEL: N/A 2024 College/Career Levels & Measures report (California Dashboard Fall 2024)	All: 78.4% HI: 81% SED: 82.4% EL : 100% LTEL: 100% 2025 College/Career Levels & Measures report (California Dashboard Fall 2025)	All: 65.9% HI: 68.8% SED: 67.7% EL: 77.2% LTEL: 78%	All: +0.8% HI: 0% SED: +2.7% EL: +9.1% LTEL: +9.1%
5.3A	% of teachers at Calla in classrooms demonstrating evidence of increased rigor/relevance through learning walk data collection	66.7% % of classrooms showing evidence of increased rigor/relevance (Doubek data/information)	83.3% (Doubek data/information)	data are unavailable	80%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4A	% of students suspended at least once	ALL: 8.1% ELs: 10.3%* LTELs: 10.2%* HI:9.9% (2024 California Dashboard) (*2025 California Dashboard)	ALL: N/A LTELs: N/A HI: N/A	ALL: 4.9% ELs: N/A LTELs: 11.8% HI:5.1% (2025 California Dashboard)	ALL: 6.0% ELs: 8.5% LTELs: 8.1% HI: 7.9%	ALL: -3.2% (improvement) ELs: N/A LTELs: +1.6% HI: -4.8% (improvement)

Goal Analysis [2025-26]

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

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

5.1 - fully implemented - English learners received additional support via additional bilingual paraprofessional time in class, through the professional learning communities and support with academics. The additional paraprofessional time assisted with tutoring, paperwork and supporting teachers.
5.2 - fully implemented - Successes included integrating a School-To-Career class using Paxton Patterson curriculum and three courses which can be counted as CTE courses: Culinary Arts, Industrial Maintenance, and Automotive Technology. Challenges continue to be staffing at a small site and motivating students to put forth best effort on assessments that do not seem relevant.
5.3 - partially implemented - Calla contracted with consultant Brandon Doubek to improve the rigor and relevance of courses. Sessions were had and teachers began learning about lesson design and connection to relevance. Professional Learning Communities activities and collaboration continued. Work with rigor/relevance will be maintained as increasing rigor/relevance is a process, not an event. The consultant had to pause services due to personal circumstances, and expected data were not received from him regarding progress and efficacy.
5.4 - fully implemented - Training and use of restorative practices were implemented, as was the use of a social-emotional curriculum. Positive behavior supports and mentoring programs were put in place to encourage students to use appropriate behaviors and coping skills. Alternative means of correction were used when appropriate.

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

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

5.1 - We exceeded our budget because there was an additional $22 in salaries for a bilingual paraprofessional.

5.2 - We exceeded the allocated budget because there were additional salaries for a secondary CTE teacher, and $10,000 more in Equipment paid out of carryover dollars that were not initially budgeted.
5.3 - within material difference threshold
5.4 - within material difference threshold

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective
Action 5.1
Effectiveness: 3
Metrics: 5.1A
Analysis Statement: EL progress improved 32.3% over the baseline from the California Dashboard. It is clear that the actions associated with this metric were effective for intended group (English learners). We will continue to provide the bilingual paraprofessional services and related training for teachers to improve progress toward language proficiency.

Action 5.2
Effectiveness: 2
Metrics: 5.2A, 5.2B
Analysis Statement: Comparing baseline data to current performance on the 2025 California Dashboard in college career indicator that previous levels were maintained, but all statistically identified groups are red in this category. However, CTE coursework and opportunity was provided to Calla students at a rate not before experienced. Student feedback indicated that they appreciated and were motivated by the offerings. Customization of response is key in addressing the unique needs of Calla students.

Action 5.3
Effectiveness: 2
Metrics: 5.3A
Analysis Statement: Though there is a lack of a full year of data, some learning walks were conducted, and administrative reflection indicates that teachers were progressing in increasing the rigor and relevance of their classroom curriculum. Timesheeting data shows that given time and information to guide them increased rigor of the work product, allowing more students the opportunity to access and meet grade level standards. Challenges include finding the time, and collaboration efforts are difficult to schedule and monitor.

Action 5.4
Effectiveness: 3
Metrics: 5.4A
Analysis Statement: A review of the 2025 California Dashboard showed significant progress for both the ALL student group and the Hispanic student group in improving their suspension rates by lowering them 3.2 and 4.8% respectively. The LTEL group increased slightly, and additional focus will be on identified Long-Term English learners in the coming year.

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

The explanation for why the LEA developed this goal was updated.
Updated goal description to include English learners.
Updated metric 5.4 to include English learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English learner progress	Though making considerable progress, English learners are still at the lowest performance level on the 2024 California Dashboard; therefore, Calla will continue the support given to EL students in their ELD classes and in their regular education classes. Teachers will continue to use PLC time to develop best teaching practices to meet the needs of all students but especially EL students to increase the reclassification of EL students. The English teachers will receive specialized training over the summer and during the school year and share this information to all staff. Teachers will attend PLC conferences, literacy training, and other types of training in which best teaching strategies are obtained to specifically target students struggling to master the English language. Maintain Bilingual aide hours to 8 hours per day Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring including time sheeting for prep, planning, implementation and material costs Certificated Staff will have access to technology to support emerging students access grade level standards	$60,824.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	CTE access and expansion	To strengthen student personal and academic growth through engaging learning opportunities for all students inclusive of emerging students inside and outside of the classroom, including Career technical education, students will visit community colleges and take education excursions to see what opportunities are available to them. Visits and excursions could include trips to the local community colleges (Delta and MJC), trade schools, and job corp opportunities. Distribute student and parent surveys at orientation for informational and encouragement purposes. Host a Back-to-School night, FAFSA/college information night, Parent engagement events (Paint night, Coffee with the counselor, STEM night, etc.) DELAC instructions for parent connect, and other pertinent information. Increase CTE Teacher FTE time to give all students opportunities to access what is available after high school. Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring including time sheeting for prep, planning, implementation and material costs Certificated Staff will have access to technology to support emerging students access grade level standards	$52,808.00	No
5.3	Increasing rigor and relevance of coursework	Provide extra pay/ substitute/ contracted services and the supplemental materials necessary to support Professional Learning Community (PLC) training (District TOSA, consultants, etc.) to teach and implement the rigor/relevance standards in every class on campus to improve student learning for all students; rigorous curriculum from contracted services (consultants) with depths of knowledge awareness across content areas.	$112,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Improve suspension rates	Implement restorative practices with students including all staff to receive training in restorative practices. Purchase and use BASE social emotional learning curriculum with library aide (Aide will complete SEL curriculum with intervention students as alternative means to correction past work hours.) Mentoring programs to assist students in need. Positive recognition and incentives will be purchased and provided on campus to promote a safe learning environment.	$49,855.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June of 2027, Manteca Unified School District will provide support services for New Vision to address its student groups in need by providing funding and services to: 1. increase the number/percent of English learners and LTELs at New Vision who make progress on the spring ELPAC by increasing in- and out-of-classroom support for English learners and their families, and increasing programs and staff who support English learners 2. lessen the percent of Hispanic and Socio-economically disadvantaged students at New Vision who are showing "not prepared" on the College/Career Levels & Measures report by increasing access to CTE classes, improving the rigor of core academic offerings, and providing the resources to have real-world experiences 3. increase the number/percent of ALL students (-179.1 points from standard) meeting growth targets in mathematics, especially Hispanic students (-184.8 points from standard) who are at the very low performance level as measured by the California School Dashboard Additional Reports and Data	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Manteca Unified School District New Vision Continuation High School serves students whose needs are not fully met in the comprehensive setting. The input from the community partners with whom we met specifically requested supplemental support in bringing Career Technical Education access to the students at the continuation sites. A review with educational partners yielded feedback indicating a need for increased rigor in the coursework, and students have repeatedly, through informal data gathering, expressed the need for course and content relevance to improve engagement and performance to improve college and career readiness. Based on the 2025 Dashboard, English learners and LTELs need support through the actions in the goal, but still had a drop in percentage of students making progress on the ELPAC exam toward language proficiency. We expect to continue supporting English learners as they acquire English proficiency (maintain 6A). We plan to improve the student outcomes through the actions included in this goal and will measure progress using both local data from our student information system and state assessments (ELPAC) with data differentiated by student group. An additional need for math

support was expressed, and based on the percentage of students meeting standard on CAASPP and the average distance from standard, it was agreed that supplemental supports will be offered. There is also a need for College Career preparation, and steps are, and will be, taken to help students prepare for life after high school.
AA = African American; AI = American Indian/Alaskan Native; AS = Asian; EL= English Learner; FY = Foster Youth; HI = Hispanic;; LI = Low Income; PI = Pacific Islander; SED = Socio-economically Disadvantaged SWD = Students With Disabilities; TOM = Two or more races; TSSP = Educationally Homeless; WH = White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1A	% of English learners at New Vision who are making progress on the ELPAC	ELs: 33.3% LTELs: 39.4%* (English learner progress indicator Fall 2023) *(English learner progress indicator Fall 2024)	ELs:37.8% LTELs: N/A (English learner progress indicator Fall 2024)	ELs:12.9% LTELs: 13.3% (English learner progress indicator Fall 2025)	ELs:36.6% LTELs: 41%	ELs:-20.4% LTELs: -26.1%
6.2A	% of All student groups including Hispanic and SED students at New Vision who are showing as "not prepared" on the College/Career Levels & Measures report	All : 86.2% HI: 83.7 SED: 86.9 2023 College/Career Levels & Measures report (California Dashboard Fall 2023)	All : 83.3% HI: 86.6 SED: 84.1 2024 college/Career Levels & Measures report (California Dashboard Fall 2024)	All : 84.4% HI: 89.3% SED: 84.7% 2024 college/Career Levels & Measures report (California Dashboard Fall 2025)	All: 77.5% HI: 75.3% SED: 78.2	All: -1.8% (improvement) HI: 5.6% SED: -2.2% (improvement)
6.2B	% of students at New Vision enrolled in a CTE course	All : 83/55% HI: 58/56% SED:62/55% (2024-25 SIS reports)	N/A	All : 87/62.1 HI: 56/63% SED:69/61.6%	All : 60% HI: 60% SED: 60%	All: +7.1% HI: +7% SED: +6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025-26 SIS reports)		
6.3A	% of teachers at New Vision in classrooms demonstrating evidence of increased rigor/relevance through learning walk data collection	getting from B. Doubek		data are unavailable		N/A
6.3B	% of students meeting or exceeding grade level standards in mathematics	All : 1.75% HI: 2.5% SED:2.78% (DataQuest 2023-2024)	N/A	All : 0% HI: 0% SED:0% (DataQuest 2024-2025)	All : 10% HI: 10% SED: 10%	All : -1.75% HI: -2.5% SED:-2.78%

Goal Analysis [2025-26]

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

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

6.1 - fully implemented - A full time Bilingual paraprofessional was hired; PLC time was structured so that a systematic review of English learner progress was evaluated; support for English learners offered within classrooms and tutoring was available.
6.2 - partially implemented - Students attended a construction trade fair and college visits. Additional periods of public service included in Master Schedule with discussions to bring others onboard. Materials purchases did not occur. PLCs met three times during each block to discuss barriers, progress and resources for individual students. Challenges included conflicting scheduling that prevented participation in CTE courses offered off-site or participate in visits to promote career exploration.
6.3 - partially implemented - Consultant (Evolution Alliance) provided training and support to PLCs with mathematics as a focus. No trackable data available yet. Additional paid time was available. Challenges include using assessments to guide instruction and finding relevancy to students' lives.

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

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

6.1 - The salary for the bilingual paraprofessional was less because the position was vacant until March.
6.2 - We exceeded our budgeted allocation because a vehicle was purchased which included carryover funds that were not previously budgeted as well as additional timesheeting for teacher extra time costs.
6.3 - We had not budgeted anything in this action, but $80,000 was spent on training for staff in engagement strategies and rigor/relevance training.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective
Action: 6.1
Effectiveness of Action: 2
Metrics: 6.1A
Analysis Statement: Comparing baseline data to current performance, fewer English learners are making progress on the ELPAC exam. Increasing hours of the bilingual paraprofessional and the support available to English learners has contributed to an increase in the past, as has the use of PLC time to understand and improve teaching strategies that will benefit English learners. New Vision will continue with designated supports.

Action: 6.2
Effectiveness of Action: 2
Metrics: 6.2A, 6.2B
Analysis Statement: Though data were unavailable from metric 6.2A, solicited feedback from educational partners including parents and staff members indicated An analysis of the unique metrics above indicate that actions outlined in Goal 6 helped make progress toward allowing New Vision students access to CTE programs with approximately 62% of all students and identified student groups being enrolled in a CTE course. Courses offered on campus include Public Services with about 40 students per class throughout the year. A slight improvement in exiting the "not prepared" status on the College/Career Levels and Measures report occurred for both the ALL-student group and the SED group.

Action: 6.3
Effectiveness of Action: 1.5
Metrics: 6.3A, 6.3B
Analysis Statement: A detailed evaluation of program implementation and outcomes highlights that there has not been measurable improvement in the identified metrics. Data from B. Doubek was unavailable, and there was not an increase in the number or percent of students who met or exceeded standard in mathematics. New Vision has a fluctuating enrollment and most students are not enrolled for extended periods of time.

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

Updated the goal description to include LTELs and the College Career Indicator
updated metric 6.1A to include LTELs when available
updated metric 6.3B to include His and SED in baseline and outcomes

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	increasing English learner success at New Vision	Increase the support given to EL students in their ELD classes and in their regular education classes. Improve use PLC time to develop best teaching practices to meet the needs of EL students to increase the reclassification rate of ELs. Professional development opportunities for teaching staff. Increase Bilingual paraprofessional support time Timesheet Certificated staff for planning meetings, prep time, through summer programs and during the school year, including before and/or after school tutoring.(After School Tutoring: time sheeting for prep, planning, implementation and material costs.) Materials, supplies and copying to provide learning loss mitigation and support for English learners. Purchase of supplemental technology to support emerging students access grade level standards.	$55,041.00	No
6.2	CTE access and expansion at New Vision	Strengthen student personal and academic growth through engaging learning opportunities, mentoring for all students. Educational excursions: community colleges / opportunities available to them (local community colleges trade schools, and job corp opportunities).	$82,423.00	No

Action #	Title	Description	Total Funds	Contributing
		Experiential and Informational activities include: student and parent surveys at orientation for informational and encouragement purposes. Host a Back to School night, FAFSA/college information night, Parent engagement events (Paint night, Coffee with the counselor, STEM night, etc.) DELAC instructions for parent connect, and other pertinent information. Increase 40% CTE Teacher to give all students all opportunities for what is available after high school. Timesheeting for Certificated staff for planning meetings, prep time. Costs of materials, supplies and copying to provide opportunities for increasing career technical educational opportunities. Transportation options for students to/from CTE offerings at other sites. After School Tutoring: time sheeting for preparation, planning, implementation and material costs Purchase of technology to support CTE access and expansion.		
6.3	Rigorous and relevant instruction - mathematics	Provide extra pay/ substitute/ contracted services and the supplemental materials necessary to support Professional Learning Community (PLC) training/conferences (District TOSA, consultants, etc.) to teach to the rigor/relevance standards in every class on campus to improve learning for all students, specifically in mathematics; rigorous curriculum from contracted services (consultants) with depths of knowledge awareness across content areas. Additional teacher time/FTE to support mathematics learning and practice	$80,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Yosemite School Community Day (YSCD) has 2 alternative schools, a K-6th grade and a 7-12th grade school setting, with a focus on modifying past student behavior and improving student attendance. The goal to "meet students where they are" in their educational experience guides the actions taken at both schools as students are supported in attaining positive outcomes through school experiences. Yosemite Schools did not have sufficient numbers of students in student groups or overall in either school to yield a color or baseline data on the 2024 California Dashboard, so the focus goal was based on the individual comprehensive needs assessment and local data. Based on the additional reports, detailed data from the 2025 California Dashboard, the ALL-student group as well as students with disabilities and Hispanic/Latino students were suspended at a rate >10% in grades 7-12, and in K-6 the All-student and SED groups had suspension rates >18.0%. Based on local student outcome data, there is a need for support in academic instruction and learning outcomes as 6.25% (gr 7-12) and 4.76% (gr K-6) of students are in the Hi/Hi Avg ranges of math achievement as measured by Spring 2026 MAP assessments, and 20% (gr 7-12) and 17.5% (gr K-6) of students are in the Hi/Hi Avg ranges of reading achievement as measured by Spring MAP assessments. Research indicates that students who feel connected to school attend school more regularly and perform better academically.

YSCD aims to provide a positive educational experience and improve the scholastic foundation for a successful return to the comprehensive school setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1A1	# / % of students meeting growth target on MAP Reading from Fall to Winter	K-6: 1 / 33% (2024-25 NWEA MAP reports)	new goal in 25-26	K-6: 1 / 100% (2025-26 NWEA MAP reports)	50%	+67%
7.1A2	# / % of students meeting growth target on MAP Mathematics from Fall to Winter	K-6: 1/ 33% (2024-25 NWEA MAP reports)	new goal in 25-26	K-6: 0/ 0% (2025-26 NWEA MAP reports)	50%	-33%
7.1A3	# of days of out-of-school suspension for students while enrolled at Yosemite School (K-6)	K-6 All: 18.2% (2024 California Dashboard Additional Reports and Data)	new goal in 25-26	K-6 All: 25% (2025 California Dashboard Additional Reports and Data)	12%	+6.8%
7.2A1	% positive attendance for the days that K-6 students are enrolled in Yosemite School (K-6) through Apr. 30	55% (Provided by school site 25-26)	new goal in 25-26	New Goal in 25-26	60%	n/a
7.1B1	# / % of students meeting growth target on MAP Reading from Fall to Winter	7-12: 7 / 41% (2024-25 NWEA MAP reports)	new goal in 25-26	7-12: 0/ 0% (2025-26 NWEA MAP reports)	50%	-41%
7.1B2	# / % of students meeting growth target on MAP Mathematics from Fall to Winter	7-12: 9 / 56% (2024-25 NWEA MAP reports)	new goal in 25-26	7-12: 0/ 0% (2025-26 NWEA MAP reports)	60%	-56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1B3	# of days of out-of-school suspension for students while enrolled at Yosemite School (7-12)	7-12 All: 32.7% SED: 34.7% SWD: 40.6% His: 26.1% (2024 California Dashboard Additional Reports and Data)	new goal in 25-26	7-12 All: 18.7% SED: 18.5% SWD: 29% His:17.1% (2025 California Dashboard Additional Reports and Data)	All: 25.0% SED: 27% SWD: 30% His: 20%	ALL -14% (improvement) SED: -16.2% (improvement) SWD: -11.6% (improvement) His: -9% (improvement)
7.2B1	% positive attendance for the days that 7-12 students are enrolled in Yosemite School (7-12) through Apr. 30	7-8: 42% 9-12: 32% Provided by school site 25-26	new goal in 25-26	New Goal in 25-26	7-8: 47% 9-12: 37%	n/a
7.3B1	Number of students participating in a career exploratory course	83 Provided by school site 25-26	new goal in 25-26	New Goal in 25-26	25	n/a

Goal Analysis [2025-26]

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

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

7.1 - partially implemented: An additional resident substitute was not acquired during the 2025-26 school year; additional paraprofessional support was implemented to support students in academic subjects.
7.2 - partially implemented: Challenges with obtaining transportation to assist students with daily attendance. Support services were offered.
7.3 - fully implemented: Purchase of career exploration labs was implemented with the increase hours for a CTE educator on site. A conference was attended to better support the career exploration activities.

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

A threshold of 20% has been established as meeting the material difference guidelines for all actions.
7.1: We spent less than budgeted because there was not anything spent on timesheeting and clerical staff costs
7.2: We spent more than the allocated budget on timesheeting for this goal and some of the services were previously captured in 7.1 are now correctly identified in 7.2
7.3: We spent more in salaries and benefits for the secondary CTE teacher than budgeted.

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

MUSD used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on consideration and analysis of both feedback from educational partners and metrics.
Rating Scale (lowest to highest) 1 - Not effective; 2 - Somewhat effective; 3 - Effective
Action: 7.1
Effectiveness of Action: 2
Metrics:7.1A1, 7.1A2, 7.1A3; 7.1B1; 7.1B2; 7.1B3
Analysis Statement: An analysis of the state and local assessment and dashboard data indicates that the student outcomes for mathematics and English language arts were mixed. Students at YSCD K-6 improved on MAP growth targets and suspension rates, but declined in meeting mathematics growth targets. Students at YSCD 7-12 had a decrease in the percent of students meeting math (-56%) and reading (-41%) growth targets but suspension rates for the same students improved 14%.

Action: 7.2
Effectiveness of Action: 2
Metrics:7.2A1, 7.2B1
Analysis Statement: Baseline data were not collected for this action until the 25-26 school year, so there is no difference from baseline from which to determine effectiveness. Anecdotal data indicate that support services help with motivating students to improve daily attendance percentages.

Action: 7.3
Effectiveness of Action: 2
Metrics:7.3B1
Analysis Statement: Again, baseline data were not collected for this action until the 25-26 school year, so there is no difference from baseline from which to determine effectiveness. Even though the labs for the course were just purchased and implemented during the 25-26 year, 83 students were able to participate in college and career exploration, and the plan is to expand the offerings through the program.

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

Updated the explanation of why the goal was developed.
Metric 7.2A1 Baseline data updated and targeted outcome adjusted based on new baseline.
Metric 7.2B1 Baseline data updated and targeted outcome adjusted based on new baseline.
Metric 7.3B1 Baseline data updated and targeted outcome adjusted based on new baseline.
Updated Metric 7.1B3 to include SED, SWD and Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Supporting academic and social growth in the classroom	Increase support in the classroom with the help of additional trained personnel (resident substitute) to provide small group instruction, assist with assignment completion, peer relations, restorative projects/circles, improving progress toward mastery of state standards in English language arts and mathematics. This could include visits to colleges, career fairs, etc.	$55,754.00	No
7.2	Improving attendance rates	After identifying individual barriers to school attendance, employing specific remedies to students based on individual need. This could include transportation ideas, incentives, wrap-around services, or other supports deemed necessary.	$41,283.00	No
7.3	Relevant school programs and activities	Adding time to or increasing teachers able to introduce students to career exploration (Paxton-Patterson Labs) and using real world experiences to motivate students to come to school, participate appropriately, and meet grade level standards while preparing for their unique futures.	$65,196.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June of 2027, support services will be provided to Golden West Elementary to assist all students specifically its student groups in need by providing funding and services to: A. reduce its rate of chronic absenteeism for all students, including ELs, LTELs, SWDs, SED, HI and WH students by implementing actions which increase student engagement and feelings of connectedness based on 2025 California Dashboard B. improve student performance in ELA for ELs, LTELs, SWDs, SED, HI and WH students by providing services that bolster foundational reading, comprehension and writing skills as measured by MAP achievement data and by providing supplemental services and supports, additional training for teachers and site-specific professional development as measured by MAP achievement data. C. improve student performance in Mathematics for all students, specifically ELs, SED, SWDs and HI by providing supplemental services and supports, additional training for teachers and site-specific professional development as measured by MAP achievement data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Golden West is located in the middle of Manteca, California, a part of 20 elementary and eight high schools which comprise the Manteca Unified School District. Golden West's population includes 591 pupils, 73% of whom are considered socio-economically disadvantaged, 29% of whom are identified English learners and 1% of whom are identified as Foster Youth according to the 2025 California Dashboard. An analysis of the dashboard indicates a significant need for all student groups (SWD, EL, LTEL, SED, HI, WH) in English language arts, and all student groups but one in mathematics (SWD, EL, LTEL, SED, HI) are found in the lowest status level. Additional concerns are found in Chronic Absenteeism where the all student group and all significant student groups (SWD, EL, LTEL, SED, HI, WH) are in the lowest level with chronic absenteeism rates above 20%. At the educational partner meetings, discussions were led by the site principal, and educational partner feedback focused on 1) strategies for improving student outcomes including instructional support and 2) making Golden West a place where students are welcomed and where they want to be.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1A	% of students identified as chronically absent on the California dashboard disaggregated by student group	ALL: 31.3% EL: 27.3% LTEL: 20.6% SWD: 33.3% SED: 32.1% HI: 29.8% WH: 44.8% (CA School Dashboard Fall 2025)	new goal in 26-27	new goal in 26-27	ALL: 33% EL: 29% LTEL: 22% SWD: 35% SED: 34% HI: 31% WH: 46%	new goal in 26-27
8.2A	# / % of 3-8th grade students meeting or exceeding standard on the California Smarter Balanced English Language Arts Assessments	ALL: 16.14% EL: 8.91% LTEL: 4.17% SWD: 0.0% SED: 14.9% HI: 13.47% WH: 17.86% (DataQuest - 2025 CAASPP results)	new goal in 26-27	new goal in 26-27	ALL: 18% EL: 10% LTEL: 6% SWD: 2% SED: 15% HI: 15% WH: 19%	new goal in 26-27
8.2B	# / % of students tested in the Hi/Hi Avg range of achievement in Reading on the Winter NWEA MAP Reading assessment	ALL: 19.7% EL: 10% LTEL: 0% SWD: 2.3% SED: 16.2% HI: 17.9% WH: 23.4% (MUSD Dashboard - Winter 2025)	new goal in 26-27	new goal in 26-27	ALL: 21% EL: 12 % LTEL: 2% SWD: 4% SED: 18% HI: 19% WH: 25%	new goal in 26-27
8.3A	# / % of 3-8th grade students meeting or exceeding standard on the California Smarter	ALL: 11.86% EL: 4.81% LTEL: 0.0% SWD: 0.0%	new goal in 26-27	new goal in 26-27	ALL: 13% EL: 6% LTEL:2% SWD: 2%	new goal in 26-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced Mathematics Assessments	SED: 9.57% HI: 9.22% DataQuest - 2025 CAASPP results			SED: 11% HI:11%	
8.3B	# / % of students tested in the Hi/Hi Avg range of achievement in Mathematics on the Winter NWEA MAP Mathematics assessment	ALL: 23.1% EL: 11.5% LTEL: 4% SWD: 11.7% SED: 18.4% HI: 20.2% (MUSD Dashboard - Winter 2025)	new goal in 26-27	new goal in 26-27	ALL: 25% EL: 13% LTEL: 6% SWD: 13% SED: 20% HI: 22%	new goal in 26-27

Goal Analysis [2025-26]

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

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

N/A - new goal in 2026-2027

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

N/A - new goal in 2026-2027

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

N/A - new goal in 2026-2027

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

N/A - new goal in 2026-2027

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Reduce chronic absenteeism at Golden West	This action strives to implement a comprehensive attendance improvement strategy that fosters student engagement by creating welcoming, inclusive school environments and increasing access to enriching academic and extracurricular opportunities. Golden West will establish incentive systems and recognition programs that promote positive attendance habits while strengthening relationships with students and families. Additionally, targeted social-emotional supports, including counseling, mentoring, and wellness services, will be expanded to address underlying barriers to consistent attendance. Promote engaging activities/performances by and for students, parent communications, and programs in an effort to expose students to the curriculum content Absenteeism committee to meet monthly to analyze chronic absence data, contact parents, message students, and develop ways to promote positive attendance. Provide incentives for improvement or excellence. Recognize positive attendance through the PBIS incentive behavior model. Create and maintain a wellness room to support students Address student needs who are chronically absent - COST team. Implement field trips / assemblies / programs / excursions to foster experiences that students want and may not otherwise get to experience. Offer engaging electives to students, increasing their connectedness to school and prepare them for high school.	$216,730.00	No

Action #	Title	Description	Total Funds	Contributing
8.2	Increasing ELA proficiency at Golden West	This action is designed to increase English language arts proficiency for students by strengthening instructional practices through a comprehensive coaching model and targeted professional development. Teachers will receive ongoing support to implement research-based strategies that address the needs of students across content areas. Additionally, supplemental materials, programs, and instructional supplies will be purchased to enhance language development and access to rigorous curriculum. Together, these efforts aim to improve student outcomes in English language arts and overall academic achievement Coaching support for early literacy skills and effective reading strategies with available pull-out time for observation and debriefing Need: resident substitute teaching experts/afterschool or during school time sheeting/substitutes Purchase of manipulatives, supplies, and technology in literacy. Purchase of Khan Academy for Kids (primary grades) Tutoring for identified students outside of the regularly contracted day. Implement Fundations with fidelity in grades K-3 using supplies and materials necessary for the program to improve student outcomes including additional coaching and support. Offer high-interest books in the library and on SORA for students to access at all age ranges to increase literacy skills when visiting the library. Instructional Specialist will provide direct support for Tier I inclusive instruction for identified teachers or grade levels Professional Development opportunities to support language usage / writing for information across curricular areas.	$274,292.00	No
8.3	Increasing mathematics proficiency at Golden West	This action is designed to improve student achievement in mathematics by strengthening instructional practices through a comprehensive coaching model and targeted professional development. Teachers will receive ongoing support to implement research-based strategies that promote conceptual understanding and problem-solving skills. Additionally, supplemental materials, programs, and instructional supplies will be purchased to enhance math instruction and increase student engagement.	$274,293.00	No

Action #	Title	Description	Total Funds	Contributing
		Together, these efforts aim to improve student outcomes in mathematics and overall academic performance. Coaching support to enhance rich tasks and math thinking strategies including new curriculum implementation with available pull-out time for observation and debriefing Need: resident substitute(s) teaching experts/afterschool or during school time sheeting/substitutes Purchase of manipulatives, supplies, and technology in Math. Purchase of KhanAcademy for Kids (primary grades) Tutoring for identified students outside of the regularly contracted day.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$75,302,437	$7,694,508

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.609%	0.000%	$0.00	25.609%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts **Need:** World Languages All: 2733/32.6% EL: 140/17.4% SED: 1880/33.4%	Because of their unique circumstances, unduplicated pupils need greater exposure to, and opportunities in, visual and performing art genres. The opportunity to see/experience the arts, to be enrolled in a related class may open doors, or spark interest leading to college/career fields which would not be realized otherwise. The knowledge/exposure will increase options. Unduplicated pupils have a higher need for teachers with skills, passion, and a unique	1.4B 1.4C

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: 7/11.9% VAPA All: 5310/63.5% EL: 456/56.6% SED: 3615/64.3% FY: 38/64.4% 9-12 Music Courses All: 1455/17.4% EL:105/13% SED: 448/7.8% FY: 9/15.3% **Scope:** LEA-wide	individual vision for students, utilizing strategies designed to widen and promote growth and success. Professional learning opportunities for staff which focus on equity strategies and teaching skills will benefit the unduplicated pupil. Trainings and collaboration will enhance understanding and provide supports for staff to teach content and will lead to increased success for unduplicated pupils. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	
1.5	**Action:** Supporting career and educational pathways **Need:** Percentage of pupils who successfully complete CTE course sequences All: 45.5% EL: 35.7% SED: 44.9% Percentage of enrolled SED and EL/RFEP students in high school should mirror enrollment in AP, VAPA, CTE and year 3 and 4 world language courses ALL 9th-12th Grade Students:8367	MUSD will provide a multitude of CTE pathways taught by motivated and equitably focused teachers, in classrooms influenced by industry-standard opportunities, supported and encouraged by counselors, designed to provide career and college training, certifications and readiness. MUSD will provide an intern program related to career opportunities and staff to support it. Career Technical Student organizations with associated activities and competitions. Because of their unique circumstances, unduplicated pupils need greater exposure to, and opportunities in, college-bound classes or career-focused fields. Unduplicated pupils in MUSD are not registering into CTE classes which limits their options upon leaving high school. Increasing the	1.5B 1.5G 1.5I

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AP Classes:1437/ 17.1% VAPA Classes: 5310/63.5% CTE Classes:5879/70.3 % Year 3 and 4 World Language Classes:584/7 % EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: 3402/39% EL and Reclassified Fluent English Proficient (RFEP) students enrolled in high school: 3234/38.6 % AP classes:693/ 21.4% VAPA Classes: 2025/62.6% CTE Classes:2249/69.5% Year 3 and 4 World Language Classes:339/10.5 % EL ONLY (including LTEL) students enrolled in high school: 805/9.6% AP classes: 27/3.3% VAPA Classes: 456/56.6% CTE Classes:494/61.4 % Year 3 and 4 World Language Classes:17/2.1 % Socio-economically disadvantaged students enrolled in high school: 5620/67.1% AP classes: 866/15.4/% VAPA Classes: 3615/64.3% CTE classes:3479/61.9% Year 3 and 4 world language courses:370/6.6 %	skills of CTE teachers, and working with counselors to encourage students in taking such classes will address their need to have opportunities to be college/career ready. Providing a-g aligned classes, at more sites, in more schedule options, and training for counselors in identifying and removing barriers will allow unduplicated pupils to enroll in and successfully complete CTE courses. Unduplicated pupils have a higher need for teachers with skills, passion, and a unique vision for individual students, utilizing strategies designed to widen and promote growth and success. Unduplicated pupils need to have options connected with college and career readiness. With ELs needing to take other electives, their schedule can get locked up, so offering multiple types of courses during multiple periods, more UPs can enroll in CTE courses and electives and be College/Career ready. Need counselors and college/career opportunities. Without the supplemental funds provided, a wide variety of courses could not be offered at multiple sites, and opportunities would be unavailable to unduplicated pupils at all sites. Counselors are available to assist with removing barriers to future success. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	#/% of 11th and 12th grade students enrolled in CTE courses disaggregated by student group 11th Grade Total # of 11th graders: ALL: 1406/70% EL: 122/60.4% SED: 976/71.4% FY: 12/60% 12th Grade Total # of 12th Graders: ALL:1533/73.2% EL:167/90.3% SED: 1203/85.7% FY:10/62.5% **Scope:** Schoolwide		
1.6	**Action:** Supporting Tk-3 alignment and early education needs **Need:** TK-3rd grade students who met MAP reading growth targets All: 3180 / 54.8% EL: 867 / 51% SED: 2187 / 53.4% FY: 9 / 32.1%	MUSD will provide Tk classrooms, equipped with age-appropriate curriculum and materials, staffed by trained and skilled teachers and paraprofessionals to introduce readiness skills for school, teach literacy and numeracy foundational skills, teach appropriate social and academic behaviors and habits. These actions will create an opportunity to significantly increase growth rates and achievement of unduplicated pupils in Reading and Math as these actions are designed to address their identified need. Based on research and current beginning of year MUSD data, unduplicated pupils are less likely to	1.6A 1.6B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	TK-3rd grade students who met MAP math growth targets All: 3805 / 54.8% EL: 1087 / 56.8% SED: 2595 / 58.4% FY: 18 / 66.6% **Scope:** Schoolwide	have the academic and/or social skills to be prepared for the rigor and structure of kindergarten. Beginning of year assessments indicate that MUSD students who are unduplicated come to school with fewer literacy and numeracy skills than their non-unduplicated classmates. Opening TK classrooms with trained early educators helps prepare students and their families and puts unduplicated students firmly on the path to educational success. Hiring and training early educators, equipping classrooms with age-appropriate curriculum and materials, modifying instruction to meet individual student's needs, and providing additional school experiences will enable unduplicated, and all, pupils the opportunity to grow and thrive within the educational environment which may be unfamiliar to the unduplicated pupil who is less likely to attend preschool or have other educational experiences. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	
1.7	**Action:** Supporting Technology, Digital Data and Assessment **Need:** Educational partner feedback indicated we need to provide digital access to the core and supplemental curriculum and create opportunities for students to prepare	We will provide digital equipment and opportunities for students to remediate courses, to access their curriculum, to use technology to learn and to get excited about technology for their future. This action will also provide teachers with the technological tools to more efficiently and effectively teach, assess, identify needs, and expand learning.	1.7B 1.7C 1.1B 1.2B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	themselves for the technological world that will be their future. The digital divide in education mirrors the socioeconomic gap, affecting rural communities, low-income families and other marginalized communities the most. (i.e. unduplicated pupils have greater need for access to the internet, information, and digital curriculum). % of students accessing digital content using MUSD digital user account in the last 180 days. % of Active Student Digital User accounts (25-26 school year): 93.37% # of students enrolled in technology-related courses in grades 9-12 All: 2781/33.2% EL:240/29.8% SED: 1835/32.7% FY: 20/33.9% Students need individualized, or scaffolded, content taught by knowledgeable teachers which can most effectively obtained through technology and digital data.. MAP growth assessment results #/% of TK-12 students who met Reading growth target Fall to Winter disaggregated by student group All students 11817 / 53.34% EL: 2308 / 52.10% SED: 2092 / 50.54% FY: 44 / 43.14%	These actions will create an opportunity to significantly increase the percentage of students enrolled in technology related courses, accessing digital content, and meeting growth targets on content-area assessments as these activities are designed to address their identified needs. Funds for AP testing costs for unduplicated pupils will be available. Access to disaggregated data can enhance schools' understanding of their students' experience through observing important overarching trends in behavior and achievement. It helps focus improvement efforts toward advancing sustainable solutions that address unique student needs. Digital curricular offerings provide more current links to real-world, accurate information needed by unduplicated students. Parents of unduplicated pupils reported a need to know how their student is performing; teachers need to know how to design more individualized content based on student need in their lessons. 23% of staff request additional training in technology-related topics (LCAP Climate Survey) Disaggregation of data is necessary to be able to identify groups and individuals requiring additional supports. Assessments of all types (formative, interim, summative, iterative, norm-referenced, criterion-referenced, etc) serve a purpose and, when utilized properly, assist effective teachers in increasing student progress toward mastery. Students need immediate access and links to current information to engage with the world	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	#/% of Tk-12 students who met Math growth target Fall to Winter disaggregated by student group All Students: 12506/ 55.02% EL: 2418 / 51.91% SED: 2161 / 50.94% FY: 57 / 56.4% **Scope:** LEA-wide	around them and the educational requirements in the classroom; unduplicated pupils are less likely to have that access provided by the home. Unduplicated pupils are frequently underrepresented in digital fields, and providing and maintaining current technology better equips unduplicated students to compete in the global marketplace. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	
1.8	**Action:** Supporting System-wide work **Need:** Unduplicated pupils are taught at higher rates by inexperienced, out-of-field teachers. % of year 2 inductee candidates who meet preliminary clear requirements 98% ELA: all-student group (-36.5 pfs) ELs (-65.3 pfs) FY (-99.1 pfs) SED (-46.4 pfs) MATH: all-student group (-75.2 pfs). ELs (-97.3 pfs) FY (-135 pfs) SED (-85.1 pfs)	Unduplicated student groups are performing below the all student group in overall achievement markers as well as engagement and climate metrics. This action will provide work in professional learning communities, positive behavioral interventions and supports, teacher induction, multi-tiered systems of support and other whole systems. These actions will create an opportunity to improve academic, engagement, and behavioral outcomes for unduplicated pupils because they are designed to address their identified need. Improving the local educational system, the teaching strategies, the professional conversations, the professional learning for new untrained teachers/paraprofessionals/staff members to uplift the entire system. The greatest results can be measured by the improvement of Tier I instruction. Therefore, improving strategies and the system as a whole will have the greatest benefit for unduplicated students. Supports will be increased and improved upon through systematic	1.8A 1.8D

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	implementation of services, on-going evaluation, data monitoring, tiered intervention, and a consistent model of implementation. The lifting up of the entire system will primarily benefit unduplicated students. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	
2.1	**Action:** Support for supplemental safety, well-being, and communications **Need:** % of parents who say the school is effectively educating their child: ALL: 75% ELs: 87% SED: 78% FY: N/A - insufficient # of respondents **Scope:** LEA-wide	The actions taken by the departments in this support will allow students to be kept safe through equipment and communications for safety purposes, expose children of poverty to healthy foods, healthy life choices, physical care and education, and educational best practices. Unduplicated pupils would principally benefit from this action as they are least likely to have these things at their disposal. MUSD has 56.9% socio-economically disadvantaged students. Often accompanying economic disadvantage is a lack of knowledge about, and access to, information and support pertaining to healthy lifestyles, nutritional advantage, safety practices, and benefits of educational attainment. US students receive less than 8 hours of required nutrition education each school year, 9 far below the 40 to 50 hours that are needed to affect behavior change. Additionally, the percentage of schools providing required instruction on nutrition and dietary behaviors decreased from 84.6% to 74.1% between 2000 and 2014.	2.1C

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Given the important role that diet plays in preventing chronic diseases and supporting good health, schools would ideally provide students with more hours of nutrition education instruction and engage teachers and parents in nutrition education activities. Research shows that nutrition education can teach students to recognize how healthy diet influences emotional well-being and how emotions may influence eating habits. However, because schools face many demands, school staff finds ways to add nutrition education into the existing schedule. Direct access to school nursing and other health services, as well as disease-specific education, improved health and academic outcomes among students with chronic health conditions. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	
2.2	**Action:** Support for improving school connectedness, attendance and behaviors **Need:** Chronic absenteeism: All: 22.5% EL: 21.6% SED: 24.6% FY: 38.9% Suspension rate: All: 3.6% EL: 2.9%	We will focus on providing additional resources of mental health supports and restorative practices that emphasize the importance of attendance and positive behaviors. These actions will create an opportunity to significantly increase attendance rates and decrease suspension rates of unduplicated pupils because they are designed to address their identified needs. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	2.2A 2.2B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: 17.4% SED: 4% **Scope:** LEA-wide		
2.3	**Action:** Support for families and students to actively engage with school **Need:** Educational partners feedback indicated this was a need. Increase positive attendance rate All: 93.7% EL:93.8% SED: 93.7% FY: 93.1% Increase graduation rate All: 92.2% EL:86.5% SED: 92.6% FY: 69.6% **Scope:** LEA-wide	We will utilize a Community Relations department and outreach assistants (some at school sites and some from district office departments) to focus on communicating with parents in languages they can understand, engaging families in their student's education, supporting school connectedness through outreach efforts, listening and interacting with the school. We expect these actions to significantly improve the engagement of families and pupils as these actions are designed to address their identified needs. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	2.3D 2.3E

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Engaging Educational Experiences and Opportunities **Need:** Educational partner input indicated that students need relevant, real-world experiences, and incentives for motivation. Staff input indicated that connecting students to school through creating shared opportunities, activities, incentives, and building community was crucial to improving school culture (behaviors, attendance, etc) which leads to increased student outcomes. Parent/community input expressed desire for increased activities and experiences and recognitions to motivate students in educational and social endeavors. Meeting EL Reading growth targets All students 11817 / 53.34% EL: 2308 / 52.10% SED: 2092 / 50.54% FY: 44 / 43.14% Meeting math growth targets All Students: 12506/ 55.02% EL: 2418 / 51.91% SED: 2161 / 50.94% FY: 57 / 56.4% Percent of students who are suspended at least once	We will provide a junior high sports program, before and afterschool activities, electives at the junior high and high school level, educational excursions, assemblies and experiences which teach, engage and connect students to their school. We will provide motivational rewards and incentives for participation and achievement. These actions will create opportunities to increase attendance and decrease suspension rates as well as participate in school-related activities because they are designed to address their identified needs. Students from poverty backgrounds frequently lack a broad range of experiences from which to draw when comprehending text, making connections from subject to subject/self (transfer), or being aware of options related to employment and post-education life. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	1.1B 1.2B 2.2B 2.3D

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 3.6% EL: 2.9% FY: 17.4% SED: 4% Increase positive attendance rate All: 93.7% EL:93.8% SED: 93.7% FY: 93.1% **Scope:** LEA-wide		
3.4	**Action:** Support for Socio-economically disadvantaged youth **Need:** #/% Meeting growth target on MAP Reading Assessment Fall to Winter disaggregated by all students/SED All: 11817 / 53.34% SED: 2092 / 50.54% #/% meeting growth target on MAP Mathematics assessment Fall to Winter- disaggregated by all students/SED All: 12506/ 55.02% SED: 2161/ 50.94% All students group Chronic Abs: 23.0%	We will provide personnel and services to support Migrant students, unhoused students, those in other low income groups who are underserved in achieving success on the state indicators. These actions/services are being provided on an LEA-wide basis to maximize their impact on increasing overall access and achievement for all students.	3.4A 3.4B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension rate: 3.6% graduation rate: 92.2% ELA: -36.5 DFS Math: -75.2 DFS College/Career status: 46.2% prepared Socio-economically disadvantaged (SED) youth Chronic Abs: 25.1% Suspension rate: 4.0% graduation rate: 92.6% ELA: -46.4 DFS Math: -85.1 DFS College/Career status: 44.5% prepared Students experiencing homelessness Chronic Abs: 33.5% Suspension rate: 5.8% graduation rate: 84.7% ELA: -77.4 DFS Math: -110.3 DFS College/Career status: 26.1% prepared All of MUSD's schools have a student population with a significant degree of poverty(>55%) based on federal free/reduced lunch eligibility (CBEDS, Oct 2025) (California Dashboard 2025) **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Support for Emerging Bilinguals (English learners) **Need:** English learners are/have: 22.5% chronically absent 13.1% of English Learners who met MUSD reclassification requirements #/% of 3-12th grade English learners meeting growth target from Fall to Winter on MAP Reading and Math assessment Reading: 50.6% Math: 48.6% **Scope:** Limited to Unduplicated Student Group(s)	The actions are designed to improve the instruction of language acquisition in the classroom, the increase of effective strategies to teach core content in a language that is not native to the student, and to provide other individualized services and supports as determined by site strategic plans and identified needs of English language learners.	3.1B 3.1D 3.1F
3.2	**Action:** Support for Foster Youth **Need:** Chronic Abs: 34.9% Suspension rate: 17.4% graduation rate: 69.6% 99.1 pts below standard in ELA CAASPP	see plan- attached at end of this document	3.2B

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	135 pts below standard in Math CAASPP College/Career status: 21.7% prepared Foster Youth need support in all areas from engagement to achievement to conditions and climate. **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

All sites have a high concentration of unduplicated students ranging from the lowest 60.3% to the highest 100% according to the 1.17 CALPADS report as of CBEDS day in October 2025. Therefore, all concentration grant add-on increases are being used at high needs sites and there is no discrepancy to report in the following tables. The methodology to allocate additional staff to our sites includes the consideration of concentrations of need. Whether it be concentration of English learners, concentration of FY or concentration of poverty, as unique needs become apparent, the additional concentration grant funding is applied. For example, FY and SED students have a high concentration in the Weston Ranch Area, so an additional mentor/counselor (1.5) as well as math teacher was hired for that site (3.4); at Manteca High where a high concentration of socio-economically disadvantaged students attend, two additional counselors (1.5) and two campus monitors (2.1) were hired with these funds. Additional campus monitors were also hired at Lathrop High School and Sierra High School (2.1). An additional ELD teacher was provided to four comprehensive high schools (3.1). An additional hour of paraprofessional time (1.8) was added for specific classrooms across the district, and supplemental school site assistants (2.1) were added across elementary schools demonstrating high need. Foster Youth, spread out among the elementary and high school campuses have prompted the hiring of additional staff (counselor/social worker) to meet with and support students(3.2). Migrant student needs have also prompted additional teacher hiring to support their engagement and academic outcomes (3.4). Sites present the need, along with the accompanying data, and

through the lens of direct services and student need, executive leadership determines where additional personnel will be allocated, and in what capacity. Actions that include salaries to meet this requirement are 1.5, 1.8, 2.1, 3.1, 3.2 and 3.4.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	294,050,862	75,302,437	25.609%	0.000%	25.609%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$249,232,913.00	$201,517,810.00	$1,035,440.00	$28,593,266.00	$480,379,429.00	$360,054,585.00	$120,324,844.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supporting English Language Arts	All	No			All Schools	2024-2025	$3,444,628.00	$1,860,867.00	$0.00	$3,881,810.00	$0.00	$1,423,685.00	$5,305,495.00	
1	1.2	Supporting Mathematics	All	No			All Schools	2024-2025	$3,367,710.00	$1,034,132.00	$0.00	$3,810,825.00	$0.00	$591,017.00	$4,401,842.00	
1	1.3	Supporting Science	All	No			All Schools	2024-2025	$231,955.00	$10,000.00	$0.00	$0.00	$0.00	$241,955.00	$241,955.00	
1	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$4,551,462.00	$1,039,112.00	$3,315,367.00	$2,241,576.00	$0.00	$33,631.00	$5,590,574.00	
1	1.5	Supporting career and educational pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	$16,423,034.00	$5,315,776.00	$18,118,229.00	$3,011,496.00	$81,039.00	$528,046.00	$21,738,810.00	
1	1.6	Supporting Tk-3 alignment and early education needs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: 20 Elementary Schools + K-6 YCDS TK-3	2024-2025	$1,528,373.00	$352,050.00	$1,195,842.00	$0.00	$0.00	$684,581.00	$1,880,423.00	
1	1.7	Supporting Technology, Digital Data and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$4,886,097.00	$4,987,005.00	$9,345,894.00	$4,503.00	$0.00	$522,705.00	$9,873,102.00	
1	1.8	Supporting System-wide work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,527,036.00	$5,855,622.00	$8,530,929.00	$104,808.00	$0.00	$2,746,921.00	$11,382,658.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Supporting base personnel, curriculum, services and supplies	All	No			All Schools	2024-2027	$230,613,753.00	$55,630,717.00	$173,903,016.00	$112,320,052.00	$21,402.00	$0.00	$286,244,470.00	
2	2.1	Support for supplemental safety, well-being, and communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$3,382,952.00	$559,150.00	$3,640,388.00	$50,364.00	$251,350.00	$0.00	$3,942,102.00	
2	2.2	Support for improving school connectedness, attendance and behaviors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,088,756.00	$11,996,142.00	$13,710,939.00	$7,397,769.00	$0.00	$976,190.00	$22,084,898.00	
2	2.3	Support for families and students to actively engage with school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$998,062.00	$420,644.00	$778,166.00	$0.00	$0.00	$640,540.00	$1,418,706.00	
2	2.4	Engaging Educational Experiences and Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,008,530.00	$22,091,888.00	$9,452,141.00	$23,547,974.00	$0.00	$100,303.00	$33,100,418.00	
3	3.1	Support for Emerging Bilinguals (English learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$4,399,763.00	$1,546,153.00	$4,863,958.00	$0.00	$0.00	$1,081,958.00	$5,945,916.00	
3	3.2	Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: the DA plan focuses on August Knodt, George Komure, Great Valley, and Weston Ranch High Schools	2024-2027	$847,017.00	$47,975.00	$815,883.00	$0.00	$0.00	$79,109.00	$894,992.00	
3	3.3	Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$55,850,668.00	$4,645,911.00	$2,460.00	$41,594,067.00	$681,649.00	$18,218,403.00	$60,496,579.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Support for Socio-economically disadvantaged youth	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$1,459,773.00	$764,204.00	$1,534,701.00	$0.00	$0.00	$689,276.00	$2,223,977.00	
3	3.5	Other supports and services	All	No			All Schools	2024-2027	$1,015,182.00	$560,655.00	$0.00	$1,540,891.00	$0.00	$34,946.00	$1,575,837.00	
4	4.1	Reducing chronic absenteeism @ French Camp	All Students with Disabilities white, ELs, LTELs, Homeless, Students with Disabilties, SED, Hispanic	No			Specific Schools: French Camp	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Reducing suspensions @ French Camp	All	No			Specific Schools: French Camp Elementary	2024-2027	$3,692.00	$0.00	$0.00	$3,692.00	$0.00	$0.00	$3,692.00	
4	4.3	Increasing English Language Arts proficiency @ French Camp	All Students with Disabilities Homeless, English learners, Students with Disabilities, LTELs	No			Specific Schools: French Camp	2024-2027	$67,291.00	$269,707.00	$0.00	$336,998.00	$0.00	$0.00	$336,998.00	
4	4.4	Increasing Mathematics proficiency @ French Camp	All Students with Disabilities Homeless, SWDs, ELs, SED, Hispanic, LTELs	No			All Schools Specific Schools: French Camp	2025-2027	$62,178.00	$213,308.00	$0.00	$275,486.00	$0.00	$0.00	$275,486.00	
5	5.1	English learner progress	All English Learners, LTELs,	No			Specific Schools: Calla	2024-2027	$22,469.00	$38,355.00	$0.00	$60,824.00	$0.00	$0.00	$60,824.00	
5	5.2	CTE access and expansion	All Hispanic, SED, EL	No			Specific Schools: Calla	2024-2027	$14,453.00	$38,355.00	$0.00	$52,808.00	$0.00	$0.00	$52,808.00	
5	5.3	Increasing rigor and relevance of coursework	All Hispanic, SED, EL	No			Specific Schools: Calla	2024-2027	$0.00	$112,000.00	$0.00	$112,000.00	$0.00	$0.00	$112,000.00	
5	5.4	Improve suspension rates	All Hispanic, LTEL	No			Specific Schools: Calla	2025-2027	$0.00	$49,855.00	$0.00	$49,855.00	$0.00	$0.00	$49,855.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High									
6	**6.1**	increasing English learner success at New Vision	All English Learners	No			Specific Schools: New Vision	2024-2027	$55,041.00	$0.00	$0.00	$55,041.00	$0.00	$0.00	$55,041.00	
6	**6.2**	CTE access and expansion at New Vision	All Hispanic, SED	No			Specific Schools: New Vision	2024-2027	$46,528.00	$35,895.00	$25,000.00	$57,423.00	$0.00	$0.00	$82,423.00	
6	**6.3**	Rigorous and relevant instruction - mathematics	All Hispanic	No			Specific Schools: New Vision	2025-2027	$0.00	$80,000.00	$0.00	$80,000.00	$0.00	$0.00	$80,000.00	
7	**7.1**	Supporting academic and social growth in the classroom	All	No			Specific Schools: Yosemite School Community Day (K-6) Yosemite School Community Day (7-12)	2026-2027	$12,302.00	$43,452.00	$0.00	$55,754.00	$0.00	$0.00	$55,754.00	
7	**7.2**	Improving attendance rates	All	No			Specific Schools: Yosemite School Community Day (K-6) Yosemite School Community Day (7-12)	2026-2027	$3,423.00	$37,860.00	$0.00	$41,283.00	$0.00	$0.00	$41,283.00	
7	**7.3**	Relevant school programs and activities	All	No			Specific Schools: Yosemite School Community Day (K-6) Yosemite School Community Day (7-	2026-2027	$27,333.00	$37,863.00	$0.00	$65,196.00	$0.00	$0.00	$65,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							12)									
8	**8.1**	Reduce chronic absenteeism at Golden West	All	No			Specific Schools: Golden West	2026-2027	$0.00	$216,730.00	$0.00	$216,730.00	$0.00	$0.00	$216,730.00	
8	**8.2**	Increasing ELA proficiency at Golden West	All	No			Specific Schools: Golden West	2026-2027	$57,562.00	$216,730.00	$0.00	$274,292.00	$0.00	$0.00	$274,292.00	
8	**8.3**	Increasing mathematics proficiency at Golden West	All	No			Specific Schools: Golden West	2026-2027	$57,562.00	$216,731.00	$0.00	$274,293.00	$0.00	$0.00	$274,293.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
294,050,862	75,302,437	25.609%	0.000%	25.609%	$75,302,437.00	0.000%	25.609 %	**Total:**	$75,302,437.00
								LEA-wide Total:	$50,308,525.00
								Limited Total:	$5,679,841.00
								Schoolwide Total:	$19,314,071.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,315,367.00	
1	1.5	Supporting career and educational pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$18,118,229.00	
1	1.6	Supporting Tk-3 alignment and early education needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: 20 Elementary Schools + K-6 YCDS TK-3	$1,195,842.00	
1	1.7	Supporting Technology, Digital Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,345,894.00	
1	1.8	Supporting System-wide work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,530,929.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Support for supplemental safety, well-being, and communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,640,388.00	
2	2.2	Support for improving school connectedness, attendance and behaviors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,710,939.00	
2	2.3	Support for families and students to actively engage with school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$778,166.00	
2	2.4	Engaging Educational Experiences and Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,452,141.00	
3	3.1	Support for Emerging Bilinguals (English learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,863,958.00	
3	3.2	Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: the DA plan focuses on August Knodt, George Komure, Great Valley, and Weston Ranch High Schools	$815,883.00	
3	3.4	Support for Socio-economically disadvantaged youth	Yes	LEA-wide	Low Income	All Schools	$1,534,701.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$468,025,812.00	$490,208,445.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supporting English Language Arts	No	$4,426,397.00	$5,120,314
1	**1.2**	Supporting Mathematics	No	$4,185,068.00	$4,778,080
1	**1.3**	Supporting Science	No	$250,826.00	$279,257
1	**1.4**	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	Yes	$4,917,949.00	$5,904,160
1	**1.5**	Supporting career and educational pathways	Yes	$17,236,516.00	$21,001,701
1	**1.6**	Supporting Tk-3 alignment and early education needs	Yes	$8,617,418.00	$10,590,956
1	**1.7**	Supporting Technology, Digital Data and Assessment	Yes	$11,724,177.00	$12,631,591
1	**1.8**	Supporting System-wide work	Yes	$14,087,089.00	$15,977,597
1	**1.9**	Supporting base personnel, curriculum, services and supplies	No	$283,428,402.00	284,864,778
2	**2.1**	Support for supplemental safety, well-being, and communications	Yes	$972,548.00	$912,129

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Support for improving school connectedness, attendance and behaviors	Yes	$22,249,392.00	$23,260,510
2	2.3	Support for families and students to actively engage with school	Yes	$1,195,556.00	$1,163,751
2	2.4	Engaging Educational Experiences and Opportunities	Yes	$27,660,602.00	$36,281,727
3	3.1	Support for Emerging Bilinguals (English learners)	Yes	$7,033,669.00	$6,966,790
3	3.2	Support for Foster Youth	Yes	$277,979.00	$399,289
3	3.3	Support for Students with Disabilities	No	$56,806,582.00	$56,047,140
3	3.4	Support for Socio-economically disadvantaged youth	Yes	$1,373,096.00	$1,951,293
3	3.5	Other supports and services	No	$485,642.00	$835,909
4	4.1	Reducing chronic absenteeism @ French Camp	No	$207,979.00	177,978
4	4.2	Reducing suspensions @ French Camp	No	$0.00	$0.00
4	4.3	Increasing English Language Arts proficiency @ French Camp	No	$210,978.00	$249,979
4	4.4	Increasing Mathematics proficiency @ French Camp	No	$177,978.00	$177,978

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	English learner progress	No	$0.00	$22,113
5	5.2	CTE access and expansion	No	$19,757.00	$42,091
5	5.3	Increasing rigor and relevance of coursework	No	$169,360.00	$143,389
5	5.4	Improve suspension rates	No	$10,758.00	$9,171
6	6.1	increasing English learner success at New Vision	No	$48,784.00	$19,787
6	6.2	CTE access and expansion	No	$107,172.00	174,849
6	6.3	Rigorous and relevant instruction - mathematics	No	$0.00	$80,000
7	7.1	Supporting academic and social growth in the classroom	No	$62,984.00	10,900
7	7.2	Improving attendance rates	No	$20,450.00	$72,534
7	7.3	Relevant school programs and activities	No	$60,704.00	60,704

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
72,331,203	$81,474,937.00	$88,673,984.00	($7,199,047.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Supporting Social Science, Physical Education, World Languages, Visual and Performing Arts	Yes	$3,141,128.00	$2,990,708		
1	1.5	Supporting career and educational pathways	Yes	$15,333,660.00	$15,925,423		
1	1.6	Supporting Tk-3 alignment and early education needs	Yes	$8,262,186.00	$9,325,982		
1	1.7	Supporting Technology, Digital Data and Assessment	Yes	$11,248,964.00	$11,950,919		
1	1.8	Supporting System-wide work	Yes	$10,799,390.00	$12,475,594		
2	2.1	Support for supplemental safety, well-being, and communications	Yes	$581,590.00	$1,889,719		
2	2.2	Support for improving school connectedness, attendance and behaviors	Yes	$13,400,316.00	$13,827,991		
2	2.3	Support for families and students to actively engage with school	Yes	$540,206.00	$504,924		
2	2.4	Engaging Educational Experiences and Opportunities	Yes	$10,915,280.00	$13,855,294		
3	3.1	Support for Emerging Bilinguals (English learners)	Yes	$5,972,884.00	$4,273,672		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Support for Foster Youth	Yes	$277,979.00	$399,289		
3	3.4	Support for Socio-economically disadvantaged youth	Yes	$1,001,354.00	$1,254,469		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$281,916,158	72,331,203	1.878%	27.535%	$88,673,984.00	0.000%	31.454%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

MUSD Foster Youth Rising Program

Department of Student Programs
Manteca Unified School District

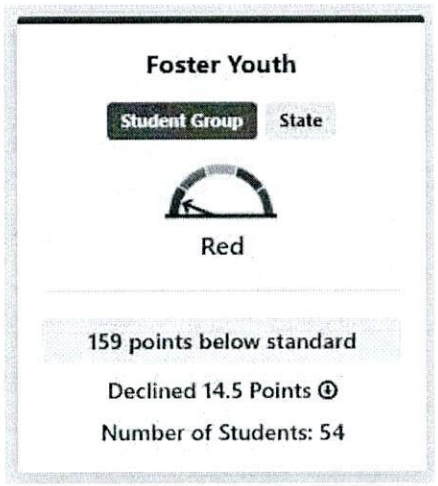
5/30/2024

What is a Foster Student?

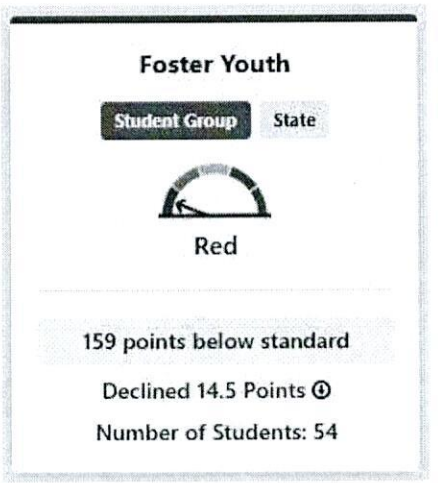
A foster child is defined as a child who has been removed from his or her home pursuant to Welfare and Institutions Code section 309 (temporary custody), is the subject of a petition filed under Welfare and Institutions Code section 300 (dependent-victim of abuse or neglect), or 602 (juvenile who has violated the law) or has been removed from his or her home and is the subject of a petition under Welfare and Institutions Code section 300 or 602.

MUSD Data for Foster Youth

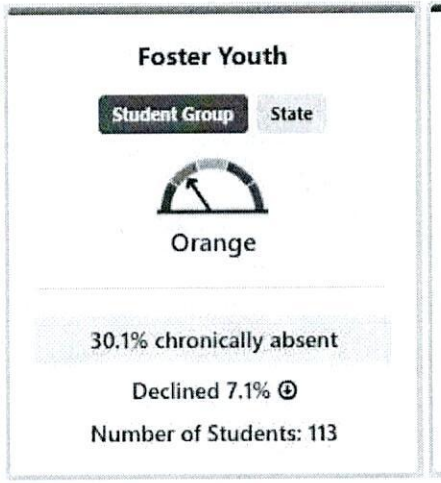
California Dashboard 2023



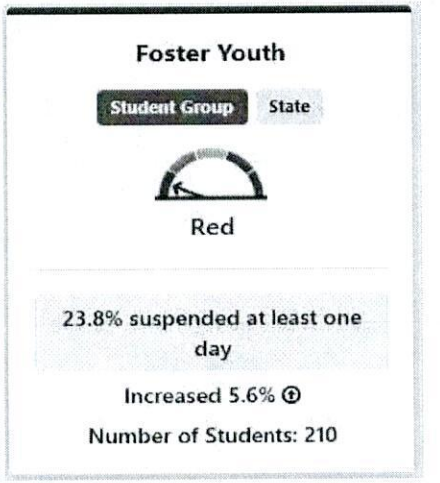
CAASPP ELA 2023



CAASPP Math 2023



Chronic Absenteeism



Suspension Rate

Proposed Plan- Year 1:
MUSD Foster Students Rising

The goal for the MUSD Foster Students Rising to provide consistent support in the social and emotional health of all foster students while promoting positive behaviors in the effort to remove barriers so that foster students can achieve mastery of grade level standards. This will be as measured by NWEA MAP data, SEL assessments and progress monitoring of behavior and attendance data.

By May 2025, foster students will show a 5% increase in growth on NWEA MAP in reading and math on the Fall 24 to Winter 25 report.

By May 2025, foster students will show a 10% decrease in chronic absenteeism.

By May 2025, foster students will show a 5% decrease in suspension rates.

MUSD Foster Students Rising Structure & Supports UTK-12th

1 FTE District Certificated Counselor

- Meet with foster youth bimonthly
- Provide SEL lessons activities students
- Connect students with access to services (i.e. ELOP Enrichment, ELOP Academics, Summer Programing, tutorial, outside services)
- Collaborate with teachers on progress
- Collect data
- Connect with Site Administration
- Member of the COST process for Foster Youth
- Assess SEL for foster students
- Attend IEP meetings/504

1 FTE District Classified Outreach Assistant

- Provide enrollment support to sites
- Monitor foster Intake forms
- Connect with foster parent to provide support or resources for students
- Connect with local agencies to locate specialized services for foster families
- Coordinate family evenings/activities
- Monitor foster youth attendance
- Member of the COST Process for Foster Youth

MUSD Foster Students Rising Department Collaboration

Foster Youth is a student group that spans a diverse area if need. To support all foster students, The Department of Student Programs will work in conjunction with the following departments to ensure that all foster students find social/emotional and academic success.



Student Services



Health Services



Equity & Access



Innovation & Improvement (ELOP)



Special Education



College & Career

MUSD Foster Students Rising
Structure & Supports-Student Services Department

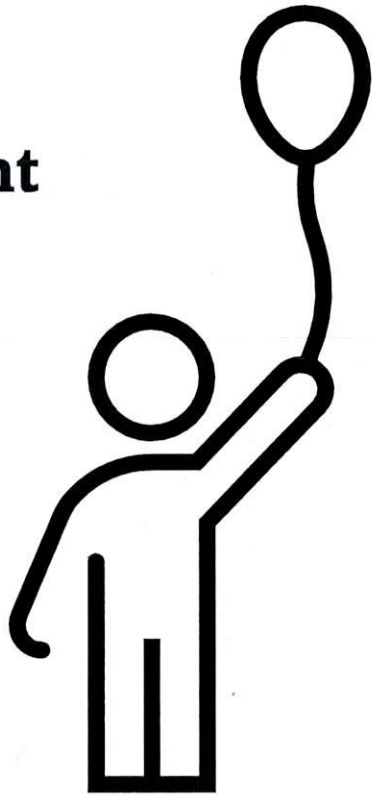
- Staff Training on Trauma Informed Instruction (All Teachers/Site staff) supported by Student Services Department
- Training of site "Point of Contact" for the implementation of the foster intake forms supported by Student Services Department
- Monitor behavior, attendance and foster intake data
- Monitor and train site staff on COST process
- Provide access to mental health services
- Provide community resources to families i.e.

MUSD Foster Students Rising
Structure & Supports-Student Programs Department

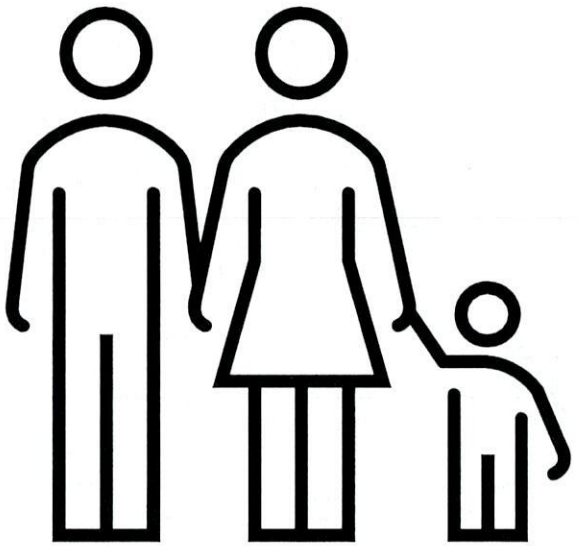
- Site visits by the Director of Student Programs to support site needs and review foster site data.
- Work with Innovation & Improvement Department to connect academic resources for foster students
- Meet regularly with counselor/outreach assistant to review data
- Facilitate caregiver connections via family evenings
- Work with county agencies that provide resources for foster students
- Provide progress monitoring data to Educational Services Department
- Work with all departments in the coordination of services for foster students

MUSD Foster Students Rising Mental Health Services-Student Services/Innovation and Improvement

- School Based and Services provided by San Joaquin County
- Victor Agency Programs:
  - San Joaquin Count Outpatient Mental Health Services
  - Pathways for Well-being
- Children & Youth Service
- Family Urgent Response System
- Valley Community Counseling



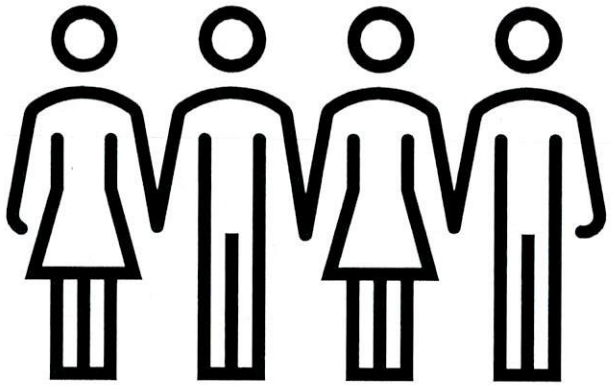
MUSD Foster Students Rising
Building Caregiver Connections



Opportunities to Bring Home Connections into School:

- Organize family engagement events, workshops, or parent-teacher conferences.
- Encourage caregivers to participate in school decision-making processes.
- Newsletter for Foster Families

MUSD Foster Students Rising Building Community Partners

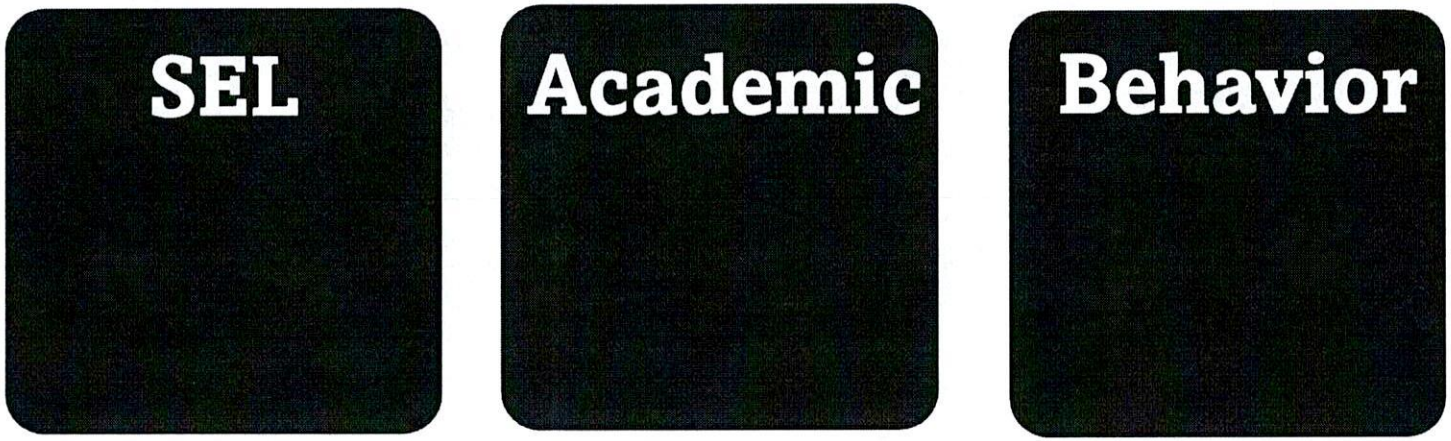


Opportunities to Bring Community Connections into School:

- Resource Parent Network
- Foster Youth Services coordinating Program (FYSCP)
- San Joaquin Delta College Foster &Kinship Care Education Program
- Community Connections Program
- Parents by Choice Inc.

Foster Student Success requires a collective effort.
When schools and communities collaborate, everyone benefits!

MUSD Foster Students Rising
Driven by Data



Progress monitoring of the effectiveness of the MUSD Foster Student Rising will be measured through SEL assessment data as well as academic data and the collection of behavior/attendance data at three regular intervals throughout each school year.

MUSD Foster Students Rising Three Year Plan

Year 1 2024-25

- Implement plan as outlined in this presentation.
- Focus on Region 5 to begin building connections between counselor and students/outreach assistant and families
- Begin to hold caregiver/student evenings and meetings
- Build a foster newsletter for family communication
- Develop a Foster Students Rising district webpage
- Connect students and families to needed resources
- Build connections with community partners

MUSD Foster Students Rising Three Year Plan

Year 2 2025-26

- Increase staffing to include 2 FTE district counselors and 2 FTE outreach assistants to give more intense support and expand the connections to all foster youth in MUSD
- Provide continue site support with training for SEL, trauma informed instruction
- Site check ins with Director of Student Programs
- Continue and expand offerings for caregiver/student evenings and meetings
- Continue communication using a foster newsletter and Foster Youth Rising district website.
- Continue to connect and monitor the need for student and family resources
- Continue to build connections with community partners
- Use data to inform any additional decisions

MUSD Foster Students Rising Three Year Plan

Year 3 2026-27

- Continue with 2 FTE district counselors and 2 FTE outreach assistants to give more intense support and expand the connections to all foster youth in MUSD
- Provide continue site support with training for SEL, trauma informed instruction
- Site check ins with Director of Student Programs
- Continue and expand offerings for caregiver/student evenings and meetings
- Continue communication using a foster newsletter and Foster Youth Rising district website.
- Continue to connect and monitor the need for student and family resources
- Continue to build connections with community partners
- Use data to inform any additional decisions

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

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

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

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

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

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

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

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

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