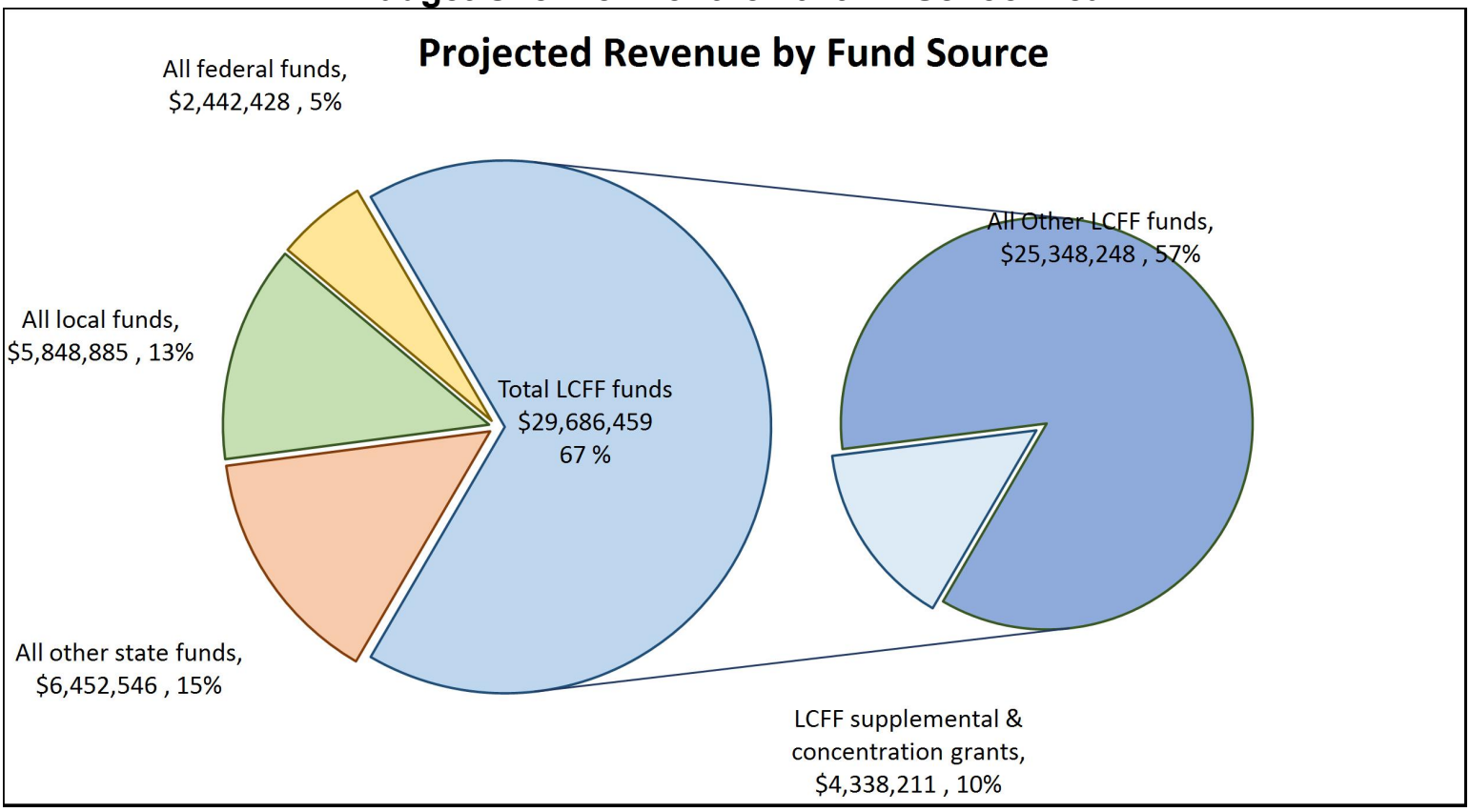
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mariposa County Unified School District/ Mariposa County Office of Education
CDS Code: 22-10223 / 22-65532
School Year: 2026-27
LEA contact information:
Lydia Lower
Assistant Superintendent of Educational Services
llower@mcusd.org
209-742-0250

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

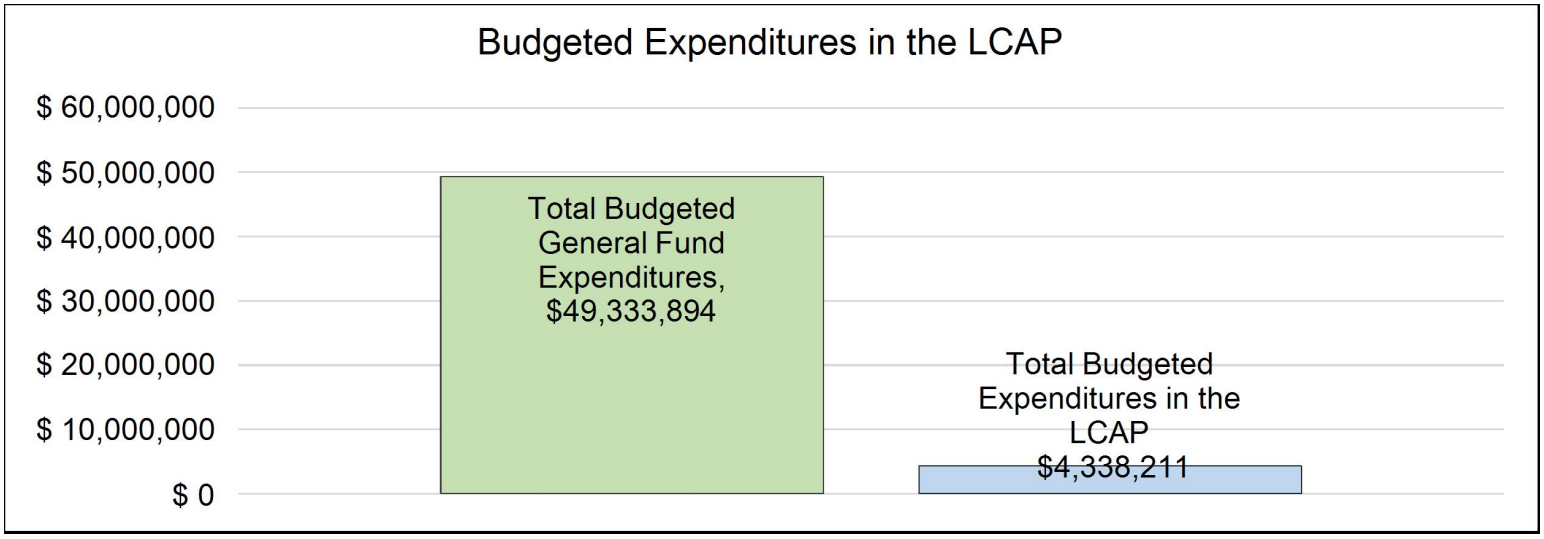


This chart shows the total general purpose revenue Mariposa County Unified School District/ Mariposa County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mariposa County Unified School District/ Mariposa County Office of Education is $44,430,318, of which $29,686,459 is Local Control Funding Formula (LCFF), $6,452,546 is other state funds, $5,848,885 is local funds, and $2,442,428 is federal funds. Of the $29,686,459 in LCFF Funds, $4,338,211 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mariposa County Unified School District/ Mariposa County Office of Education 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: Mariposa County Unified School District/ Mariposa County Office of Education plans to spend $49,333,894 for the 2026-27 school year. Of that amount, $4,338,211 is tied to actions/services in the LCAP and $44,995,683 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

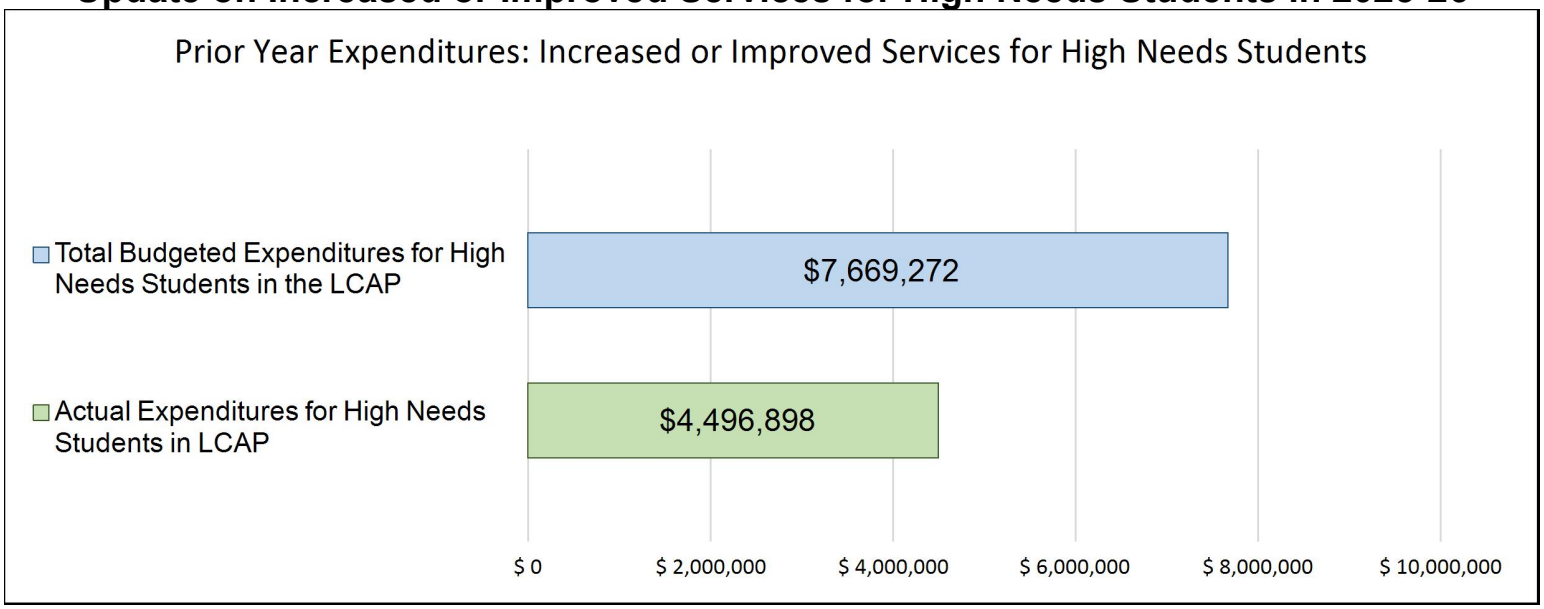
General fund budget expenditures include salaries, benefits, and operating expenses.

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

In 2026-27, Mariposa County Unified School District/ Mariposa County Office of Education is projecting it will receive $4,338,211 based on the enrollment of Foster Youth, English learner, and low-income students. Mariposa County Unified School District/ Mariposa County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Mariposa County Unified School District/ Mariposa County Office of Education plans to spend $4,338,211 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 Mariposa County Unified School District/ Mariposa County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mariposa County Unified School District/ Mariposa County Office of Education 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, Mariposa County Unified School District/ Mariposa County Office of Education's LCAP budgeted $$7,669,272 for planned actions to increase or improve services for high needs students. Mariposa County Unified School District/ Mariposa County Office of Education actually spent $$4,496,898 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,172,374 had the following impact on Mariposa County Unified School District/ Mariposa County Office of Education’s ability to increase or improve services for high needs students:

Even though the total actual expenditures for actions and services to increase or improve services for high needs students were less than the total budgeted expenditures for those planned actions and services, we were able to utilize our funds to support staffing to ensure students an increase and improvement in educational opportunities including but not limited to; enrichment, intervention, and targeted supports. We were able to focus our efforts on effective teaching and learning in a safe and supportive environment.

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
Mariposa County Unified School District/ Mariposa County Office of Education	Lydia Lower Assistant Superintendent of Educational Services	llower@mcusd.org 209-742-0250

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.

The mission of the Mariposa County Unified School District is to enable all students to:
Strive for excellence in all pursuits
Acquire the knowledge and skills to support learning
Be self-directed, life-long learners
Realize personal potential
Participate responsibly and productively in our democratic society and global community
This mission statement guides the district's ongoing efforts to support equitable opportunities, academic achievement, and social-emotional growth for all students.

Mariposa County Unified School District (MCUSD), which includes services provided through the Mariposa County Office of Education (MCOE), serves students across a largely rural county in California, providing educational programs from transitional kindergarten through grade 12. The district is committed to ensuring equitable access to high-quality instruction, supporting vulnerable student groups, and fostering both academic growth and social-emotional well-being. This summary highlights key descriptors of the district, including school types, enrollment, student demographics, staff, and schools receiving Equity Multiplier funding.

Mariposa County Unified School District (MCUSD)
Total Schools: 11

6 Elementary Schools, Grades TK–8 (3 are Small Necessary schools)
4 High Schools: 1 Comprehensive, 2 Small Necessary, 1 Continuation High School
1 Independent Study School, Grades K–12
Total Students: 1,685 (CA Dashboard 24/25)
Student Demographics:
69.4% Socioeconomically Disadvantaged
4.7% English Learners
2.4% Foster Youth
14.3% Students with IEPs (241 of 1,685 as of March 9, 2026)

Mariposa County Office of Education (MCOE)
Total Schools: 2
1 Special Education School, Grades Pre-K–8
1 County Community School, Grades 7–12
Total Students: 53 (CA Dashboard 24/25)
Student Demographics:
77.4% Socioeconomically Disadvantaged
3.8% English Learners
13.2% Foster Youth
79% Students with IEPs (42 of 53 as of March 9, 2026; includes Monarch and County Community students)

Staff and Equity Multiplier Schools
MCUSD collectively employs more than 300 full- and part-time staff members. Six schools have been identified for receiving Equity Multiplier funding:
Greeley Hill
Coulterville High
Spring Hill High
Sierra Home School
Yosemite Park High School
County Community School

Reflections: Annual Performance

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

Reflections: Annual Performance
Mariposa County Unified School District continues to make progress toward equitable student outcomes, demonstrating gains in academic achievement, engagement, and college and career readiness, while remaining focused on supporting historically underserved student groups.
The California School Dashboard is an online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures. On November 13, 2025, the Dashboard was updated to include colored performance levels for seven state measures, ranging from red (lowest) to blue (highest). Long-Term English Learners (LTELs) were added as a student group in the 2024 Dashboard. English Learners (ELs) who have not been reclassified as fluent-English proficient within seven years are included in both EL and LTEL groups. Dashboard data provide an equity lens to support strategic planning and address disparities in opportunities and outcomes across student groups.
Local Measure Performance
Mariposa County Office of Education and Mariposa County Unified School District have “Met” ratings for all local measures, including Basic Conditions, Implementation of Academic Standards, School Climate Surveys, Parent Involvement & Engagement, and Access to Courses. MCOE does not have state measures reported on the Dashboard due to predominantly serving students with disabilities; these data are reflected in MCUSD through the District of Special Education Accountability (DSEA) rule.

Strengths / Highlights
Districtwide, chronic absenteeism declined by 3.4%, suspension rates fell 1.5%, and College and Career Readiness increased by 5.9%. Academic growth was evident in ELA (67% of students improved) and Math (61.8%), with notable gains for focus groups such as Homeless students (+40 points in ELA) and Foster Youth (+10.5 points in ELA). Overall, ELA, Math, and Science performance remained steady, though targeted interventions remain necessary for Students with Disabilities, English Learners, and LTELs.

Challenges / Needs
Persistent challenges include chronic absenteeism and suspension rates for all, particularly among American Indian, Homeless, and EL/LTEL students, as well as below-standard achievement in ELA and Math for all including additional focus for Students with Disabilities, English Learners, and LTELs who are red on the dashboard. Small cohort sizes amplify fluctuations, reinforcing the need for targeted, consistent interventions.

Baseline Data for 2026–27

At the start of the 2026–27 school year, the district’s baseline performance includes the following key measures:

ELA: 39.1 points below standard; English Learners and Students with Disabilities in the Red performance level
Mathematics: 66.1 points below standard; English Learners and Students with Disabilities in the Red performance level
Science: 51.2 points
Chronic absenteeism: 29.8% districtwide; American Indian, English Learners, Homeless students, and Greeley Hill School in the Red performance level

Suspension rates: 7% districtwide; LTELs and Mariposa County High School in the Red performance level
English Learner Progress: 64.2% making progress; LTELs in the Red performance level
College and Career Readiness: 41.1% prepared districtwide

This summary establishes the baseline for the 2026–27 goals and informs targeted interventions for focus groups, including LTELs, Students with Disabilities, English Learners, Homeless, and American Indian students.

Next Steps / Actions
The district will continue to strengthen academic achievement in ELA, Math, and Science while expanding attendance initiatives, behavioral supports, and targeted interventions for focus groups, including LTELs, Students with Disabilities, English Learners, Homeless, and Foster Youth. The district will coordinate with the McKinney-Vento Services Coordinator to ensure Homeless students receive both academic and social-emotional supports aligned with their needs. Unexpended LREBG funds will supplement intervention support staff, targeted literacy instruction, and programs designed to accelerate learning recovery and equity outcomes. Effectiveness will be monitored through key metrics, including SBAC ELA performance, College and Career Readiness, and Acadience Early Literacy proficiency, ensuring all student groups are progressing toward grade-level expectations.

California School Dashboard Red Indicators (2022–2025)

22/23 Dashboard – Lowest Performance Levels (Red)
The following identifies schools and student groups within the LEA that received the lowest performance level (Red) on one or more state indicators on the 2023 California School Dashboard, as required by LCAP instructions.
Student Groups within the LEA:
ELA: English Learners, Students with Disabilities
Mathematics: English Learners, Students with Disabilities
Chronic Absenteeism: American Indian, English Learners, Hispanic
Suspension: American Indian, English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities

Schools within the LEA:
Woodland – Chronic Absenteeism
Lake Don Pedro – ELA, Mathematics, Suspension
Greeley Hill – Chronic Absenteeism, Suspension
Mariposa County High – Suspension
Monarch Academy – Suspension

Student Groups within Schools:
Mariposa Elementary: Suspension – Low-Income, Students with Disabilities
Woodland: ELA & Mathematics – Students with Disabilities; Chronic Absenteeism – Hispanic, Low-Income, White
Lake Don Pedro: ELA & Mathematics – All Students, Hispanic, Low-Income, White; Chronic Absenteeism – Hispanic; Suspension – All Students, Hispanic, Low-Income, Students with Disabilities
Mariposa County High: Suspension – All Students, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

23/24 Dashboard – Red Indicators
Student Groups within the LEA:
ELA: Homeless, Long-Term English Learners (LTEL)
Mathematics: Homeless, LTEL
College/Career Readiness: Homeless
Suspension: Homeless, Socioeconomically Disadvantaged, White, Students with Disabilities

Schools within the LEA:
Lake Don Pedro – Suspension, Chronic Absenteeism
Greeley Hill – Suspension
Yosemite National Park El Portal – Chronic Absenteeism
Mariposa Elementary – Suspension

Student Groups within Schools:
Mariposa Elementary: Suspension – All Students, White, Students with Disabilities, Hispanic, Two or More Races, Socioeconomically Disadvantaged
Greeley Hill: Suspension – All Students, White, Socioeconomically Disadvantaged
Woodland: Mathematics – Students with Disabilities
Lake Don Pedro: Chronic Absenteeism – All Students, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, White; Suspension – All Students, Hispanic, Socioeconomically Disadvantaged, White
Mariposa County High: Suspension – Homeless, Students with Disabilities
Yosemite National Park El Portal: Chronic Absenteeism – All Students, Hispanic

24/25 Dashboard – Red Indicators
Student Groups within the LEA:
ELA: English Learners, Students with Disabilities
Mathematics: English Learners, Students with Disabilities
English Learner Progress: LTEL
Chronic Absenteeism: American Indian, English Learners, Homeless
Suspension: LTEL

Schools within the LEA:
Mariposa County High – Suspension
Greeley Hill – Chronic Absenteeism

Student Groups within Schools:
Mariposa Elementary: Chronic Absenteeism – White, Two or More Races

Greeley Hill: Chronic Absenteeism – All Students, Socioeconomically Disadvantaged
Woodland: Mathematics & ELA – Students with Disabilities; Chronic Absenteeism – Hispanic, Students with Disabilities, White
Mariposa County High: Suspension – All Students, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White
Yosemite National Park El Portal: Chronic Absenteeism – Hispanic

Reflections: Technical Assistance

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

Mariposa County Unified School District currently receives Differentiated Assistance. The assistance is focused on improving outcomes for student groups identified with red indicators on two or more measures on the California School Dashboard. Our identified student group needs based on 24/25 dashboard include:
English Learners: Pupil Achievement and Pupil Engagement (Chronic Absenteeism)

Long-Term English Learners: English Learner Progress and School Climate (Suspensions)

Technical assistance has been provided to the district by the Mariposa County Office of Education Educational Services Department, in consultation with our geographic lead agency, the Tulare County Office of Education as we are a single district county office of education. Through this partnership, the district has utilized an Improvement Science framework to guide an annual improvement cycle. This process includes developing LEA improvement teams, conducting root cause analysis, identifying potential change ideas, and implementing Plan-Do-Study-Act (PDSA) cycles to test and refine improvement strategies.
One challenge in addressing the needs of these student groups is the small population size within the district. No individual school site consistently has a large enough population of English Learner (EL) or Long-Term English Learner (LTEL) students to publicly report academic outcomes at the school level on the California School Dashboard. As a result, improvement efforts are primarily focused on district-led initiatives designed to support these student groups across sites.
Additionally, the majority of LTEL students are enrolled at the high school level, where only one grade level participates in the Smarter Balanced (SBAC) assessments. This limits the district's ability to consistently monitor academic performance trends for this group.
Suspension data can be monitored at the high school level; however, the relatively small number of students continues to present reporting challenges. Currently, the Dashboard reflects 25 LTEL students at the comprehensive high school, though this data would no longer be publicly reported if the number falls below 11 students in future reporting cycles.
To strengthen continuous improvement efforts, the district established student focus groups in February 2026. These groups will meet at least bi-monthly to review progress monitoring data and examine the implementation of LCAP actions aligned to the needs of these student groups. Feedback gathered through these meetings will inform adjustments to implementation and may also lead to recommendations for revisions to LCAP actions as part of the district's ongoing improvement cycle.

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.

Greeley Hill Elementary

Support for Identified Schools

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

Mariposa County Office of Education/Unified School District supports schools that are eligible for Comprehensive Support and Improvement through the development and implementation of the Schoolwide Plan for Student Achievement. A county/district administrator lead will be assigned to each site to provide on-going support and assistance.

School-Level Needs Assessment:
One district lead will provide professional development and coaching support to the site administrator and staff for analyzing school-level data specifically linked to identified areas of need identified by the CA School Dashboard during November 2025 to March 2026. School teams are guided through a needs assessment using root cause analysis. The district lead also provides access to disaggregated relevant data for the site to use and ensures that educational partners are involved in this process.

Evidence-Based Interventions
Ed Services will include additional district staff and the school site team to identify potential evidence based resources aligned to the identified needs during December - April time period. When possible, the district lead and school site admin will participate in professional development as part of this process, including conferences, webinars, professional reading, etc. Evidence based resources are also available through the CDE’s Quality Schooling Framework, ies.gov, and What Works Clearinghouse.

Identification of Resource Inequities
Ed Services will facilitate the processes of identifying resource inequities in tandem with the needs assessment process during November 2025 to March 2026 and ensure that all relevant data (i.e. CA School Dashboard, local metrics) are provided and disaggregated in this process. The district guides the administrator through a Resource Equity Diagnostic .The diagnostic is designed to help district leaders identify strengths and gaps across five dimensions: Teaching Quality & Diversity; Empowering, Rigorous Content; Instructional Time and Attention; Positive and Inviting School Climate; Student Support and Intervention.

Ed Services will guide the administrator and site team with recommendations for goals (minimally including LCAP goals) and actions each Spring. An overview will be provided as a facilitation guide during School Site Council using what is learned from the needs assessment, research in evidence based interventions, and resource inequity diagnostic results. The School Site Council may additionally revise, edit, or add goals and actions before final approval of the SPSA/CSI plan.

Monitoring and Evaluating Effectiveness

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

The district lead will meet with the site administrator, minimally monthly, to evaluate and monitor implementation and progress of the SPSA/CSI plan. The district will also provide progress monitoring using a local dashboard slide deck. This dashboard will include key metrics associated with identified needs to gauge the effectiveness throughout the year. Based on on-going data analysis, the plan may need revisions and the SSC will be consulted for approval.

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
Students	LCAP survey- March-April 2026 Empathy Interviews: March- April 2026 Topics discussed: Incentives for top performing students, materials and supplies for college & career readiness, ways to improve testing culture, increase attendance, and decrease suspensions.
Teachers	Site visits and input meetings- March-April 2026 LCAP survey- March-April 2026 Empathy Interviews: March- April 2026 Topics Discussed: Needs for unduplicated pupils (English Learners, Foster Youth, Homeless), Teacher materials and supplies, Special Education needs, ways to increase engagement, and ideas to improve testing culture.
Certificated Bargaining Unit	Meetings March-April 2026 LCAP Survey March-April 2026 Site Visits and Input Meetings March-April 2026 Topics Discussed: Student achievement and engagement, facilities, staffing and training for all staff
Administrators	Site visits and input meetings- March-April 2026 LCAP survey- March-April 2026 Empathy Interviews: March- April 2026

Educational Partner(s)	Process for Engagement
	Topics Discussed: Recruiting and retaining staff, behavior supports, facilities, special education, English learner and Long term English Learner needs and ideas to improve testing culture
Principals	Site visits and input meetings- March-April 2026 LCAP survey- March-April 2026 Empathy Interviews: March- April 2026 Topics Discussed: Recruiting and retaining staff, behavior supports, facilities, special education, English learner and Long term English Learner needs and ideas to improve testing culture
Other School Personnel	Site visits and input meetings- March-April 2026 LCAP survey- March-April 2026 Empathy Interviews: March- April 2026 Topics Discussed: Facilities, supports with student behavior, engagement, and training for all staff
Clasified Bargaining Unit	Meetings March-April 2026 LCAP Survey March-April 2026 Site Visits and Input Meetings March-April 2026 Topics Discussed: Student achievement and engagement, facilities, staffing and training for all staff
SELPA	SELPA Coordinator Meeting March 2026 Topics Discussed: IEP process and transition plans, and newly implemented PBIS and MTSS pyramid
Equity Multiplier Site Specific Engagement at all Identified Schools (Greeley Hill, Coulterville High, Yosemite Park High School, Spring Hill High, County Community)	Site visits and input meetings- March-April 2026 LCAP survey- March-April 2026 Empathy Interviews: March- April 2026

Educational Partner(s)	Process for Engagement
	Topics Discussed: supports with student behavior, achievement & engagement, training for all staff, and staffing challenges

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

Feedback from Educational Partners had an impact on the creation of goals as well as actions. All Educational Partners (Teachers, Principals, Administrators, Other School Personnel, Parents, and Students) share a desire to improve student outcomes, increase student engagement, and provide base programs/services (with an emphasis on facilities and recruiting/retaining staff). Goals were developed to reflect these overarching needs and aligned to state priorities. The resulting goals focus as follows:

Goal 1: Student Achievement
Goal 2: Engagement
Goal 3: Basic Conditions of Learning

Within these goals, educational partners had specific recommendations for actions that were included in LCAP goals as follows:

Goal 1: Student Achievement

Parents, Teachers, Administrators, and Other Staff shared a desire to increase our emphasis on academic outcomes, including English Language Arts, Math, and Science. Elementary schools have been able to provide reading interventions and secondary programs have been able to provide credit recover options. Additionally, educational partners expressed a desire to expand core learning opportunities for Visual and Performing Arts. This input resulted in the following three actions:
* Early Literacy
* High Quality Rigorous Instruction
* Intervention and Credit Recovery

SELPA and Parents shared concerns about building positive relationships between families and staff through proactive communication and parent education about IEP development, services, and goals. SELPA, Principals, and Administrators suggested an emphasis on training for best practices for IEP development and monitoring to improve academic outcomes. They also identified Positive Behavior Intervention Supports (PBIS) as a framework for supporting student behaviors and reducing suspensions. This input resulted in the following action:
* Students with Disabilities

Teachers, Other Staff, and Administrators shared a desire to improve newcomer support for English learners and provide professional development for designated and integrated ELD. English learner needs will also be addressed directly within the action for Continuous Improvement as part of Differentiated Assistance. This input resulted in the following action:
* English Learners

Goal 2: Engagement

Input from Educational Partners, including parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance focus groups expressed a need to improve student attendance and decrease suspension rates. Parents shared a need to increase and improve communication to inform and include parents of school and district level activities and increase opportunities for inclusion in district committees. Parents, Teachers, and other staff specifically want to see opportunities increase to engage foster youth, low-income and English learner students. This input resulted in the following actions:
* Engage Educational Partners
* Enrichment & Extracurricular
* Multi Tiered Systems of Support
* Attendance

Goal 3: Basic Conditions of Learning

Parents and Principals share frustrations at inability to fill positions with highly qualified staff. While the LCAP does not address teacher pay, they shared ideas to increase morale and culture, including supports for new teachers. This input resulted in the following action:
* Recruiting & Retaining Highly Qualified Teachers

Teachers, Principals, and Other Staff recognize the unique challenges and needs of foster youth, including material needs and social emotional supports. They expressed concerns for student safety both in school and while participating in after school programs. This input resulted in the following action:
* Foster Youth

Goal 4: Equity Multiplier Focus Goal Development

Educational Partners at our schools identified as Equity Multiplier include: 2023-2024 County Community, Monarch Academy, Greeley Hill, Coulterville High, and Spring Hill High.
2024-2025
Greeley Hill and Coulterville High are small necessary schools and share the same campus and administrator. Monarch Academy is our County Program for Special Education and is housed at multiple district campuses under one administrator. Spring Hill High is our continuation high school. County Community is our program for expelled youth. They share a common needs to improve student attendance and reduce suspension as measured on the CA School Dashboard, but due to the small student population, achievement data is not reportable on the CA School Dashboard.
2025–2026 – Sierra Home School added to Equity Multiplier: Sierra Home School shares a campus and administrative structure with County Community and Spring Hill High School. Through data review and stakeholder engagement, similar student needs have been identified. As a result, the existing goals and actions are appropriately aligned and will be implemented to support Sierra Home School students, ensuring equitable access to targeted services and supports aimed at improving student achievement and engagement outcomes.

Parents, teachers, other Staff, principals, and administrators shared that early literacy, English Language Arts, and Math are priority areas as measured by local metrics. County Community, Coulterville High, and Spring Hill High have specific needs related to secondary course planning. Additionally, they face unique challenges associated with high non-stability rates and low-income students population, including increased administrative tasks for enrollment and counseling needs.
Input was gathered through a Resource Inequity tool. Educational partner input combined with results from the Resource Inequity tool resulted in the following actions:
* Secondary Course Planning Support(County Community, Coulterville High, Greeley Hill)
* Student Supports & Intervention (including Early Literacy, Credit Recovery, Behavior Supports, and coordination of Special Education services)
* Teaching Quality (including recruiting and retaining highly qualified staff)
* School leadership support

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achievement: Provide high quality standards-aligned instruction and opportunities to prepare them for college, career, and life readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student Achievement Data
This goal was developed in response to the needs identified through data analysis and input from educational partners to prioritize academic achievement. There is a broad need to improve academic performance on CA Dashboard State Indicators for Academic Performance: English Language Arts, Mathematics, English Learner Progress, & College/Career Readiness. Our data indicates a need to specifically improve outcomes as part of increased or improved services for student groups scoring Red on academic indicators of English Language Arts and Mathematics on the 2023 CA School Dashboard, including: English Learners and Students with Disabilities. All student groups demonstrated a need to increase academic performance as measured by distance from standards on CAASPP ELA and Math. Early Literacy as a focus area derived from low overall performance on district early literacy measures and as an identified need during continuous improvement supports, including Differentiated Assistance and Comprehensive School Improvement. Data for all students and underperforming subgroups are reflected in the metrics. On some metrics, such as district benchmarks and early literacy, data is currently not available at the disaggregated level. Accessing disaggregated data as an LEA and by site is a need reflected in the actions. Actions are identified that support all students as well as specific actions for unduplicated student groups.

Educational Partner Input
Parents, Teachers, Administrators, and Other Staff shared a desire to increase our emphasis on academic outcomes, including English Language Arts, Math, and Science. Elementary schools have been able to provide reading interventions and secondary programs have been able to provide credit recover options. Additionally, educational partners expressed a desire to expand core learning opportunities for Visual and Performing Arts. This input resulted in the following three actions:
* Early Literacy
* High Quality Rigorous Instruction
* Intervention and Credit Recovery

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts Performance Level - Distance from Standard Data Source: Dashboard Goal Setting: 5x5 tables Actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Data Year: 2022-23 A. All Low: 43.6 points below standard B. English Learners Very Low: 101.1 points below standard C. Hispanic Low: 55.2 points below standard D. Homeless Low: 57.9 points below standard E. Low Income Low: 55.8 points below standard F. Students with Disabilities Very Low: 104.8 points below standard G. Two or More Races Low: 45.8 points below standard H. White Low: 38.5 points below standard I. Lake Don Pedro	Data Year: 2023-24 A. All Low: 41.2 points below standard B English Learners Low: 90 points below standard C. Hispanic Low 54.3 points below standard D. Homeless Very Low: 90 points below standard E. Low Income Low: 56 points below standard F. Students with Disabilities Low: 92.9 points below standard G. Two or More Races Medium: 37.1 points below standard H. White	Data Year: 2024-25 A. All Low: 39.1 points below standard B English Learners Very Low: 97.5 points below standard C. Hispanic Medium: 47.2 points below standard D. Homeless Medium: 50 points below standard E. Low Income Low: 54 points below standard F. Students with Disabilities Very Low: 117.6 points below standard G. Two or More Races Low: 43.4 points below standard H. White	Data Year: 2025-26 A. All Increase to within 5 points below standard+ B. English Learners Increase to within 5.1 points below standard+ C. Hispanic Increase to within 5 points below standard+ D. Homeless Increase to within 5 points below standard+ E. Low Income Increase to within 5 points below standard+ F. Students with Disabilities Increase to within 5.1 points below standard+ G. Two or More Races	A. All Increased 4.5 points B English Learners Increased 3.6 points C. Hispanic Increased 8 points D. Homeless Increased 7.9 points E. Low Income Increased 1.8 points F. Students with Disabilities Decreased 12.8 points G. Two or More Races Increased 2.4 points H. White Increased 3.9 points I. Lake Don Pedro Increased 26.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low: 88.1 points below standard	Low: 36.4 points below standard I. Lake Don Pedro Medium: 74.3 points below	Low: 34.6 points below standard I. Lake Don Pedro Medium: 61.7 points below J. LTEL 104.5 points below	Increase to within 5 points below standard+ H. White Increase to within 5 points below standard+ I. Lake Don Pedro Increase to within 5.1 points below standard+	J. LTEL Increased 37.2 points
1.2	CAASPP Mathematics - Distance from Standard Data Source: Dashboard Goal Setting: 5x5 tables Actions: 1.2, 1.3, 1.4, 1.5, 1.6	Data Year: 2022-23 A. All Low: 68.9 points below standard B. English Learners Very Low: 108.4 points below standard C. Hispanic Very Low: 84.6 points below standard C. Homeless Very Low: 96.5 points below standard E. Low Income Very Low: 82.3 points below standard F. Students with Disabilities	Data Year 2023-24 A. All Medium: 64.4 points below standard B. English Learners Medium: 91.5 points below standard C. Hispanic Medium: 78.1 points below standard C. Homeless Very Low: 130.8 points below standard E. Low Income	Data Year 2024-25 A. All Low: 66.1 points below standard B. English Learners Very Low: 106.4 points below standard C. Hispanic Low: 75.5 points below standard C. Homeless Low: 103.7 points below standard E. Low Income Low: 82.7 points below standard	Data Year: 2025-26 Increase to within 20 points below standard+ A. All Increase to within 0.1 points below standard+ B. English Learners Increase to within 5.1 points below standard+ C. Hispanic Increase to within 5.1 points below standard+ D. Homeless	A. All Increased 2.8 points B. English Learners Increased 2 points C. Hispanic Increased 9.1 points C. Homeless Decreased 7.2 points E. Low Income Decreased 0.4 points F. Students with Disabilities Decreased 24.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Very Low: 122.2 points below standard G. Two or More Races Very Low: 78.2 points below standard H. White Very Low: 61.8 points below standard I. Lake Don Pedro Very Low - 114 points below standard	Low: 79.4 points below standard F. Students with Disabilities Low: 116.2 points below standard G. Two or More Races Medium: 64.8 points below standard H. White Medium: 55.8 points below I. Lake Don Pedro Low- 97.3 points below standard	F. Students with Disabilities Very Low: 146.9 points below standard G. Two or More Races Low: 87.8 points below standard H. White Low: 60.3 points below I. Lake Don Pedro Medium: 86.3 points below standard J. LTEL 171.9 points below	Increase to within 5.1 points below standard+ E. Low Income Increase to within 5.1 points below standard+ F. Students with Disabilities Increase to within 5.1 points below standard+ G. Two or More Races Increase to within 5.1 points below standard+ F. White Increase to within 5.1 points below standard+ I. Lake Don Pedro Increase to within 5.1 points below standard+	G. Two or More Races Decreased 9.6 points H. White Increased 1.5 points I. Lake Don Pedro Increased 27.7 points J. LTEL Declined 5.6 points
1.3	California Science Test (CAST) - Percentage of Students At or Above	Data Year 2022-23 26.6%	Data Year 2023-24 25.42%	Data Year 2024-25 28.68%	Data Year 2025-26 Increase by 5%	Increased 2.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Educator Reporting System (CERS)					
1.4	English Learner Progress Indicator Data Source: Dashboard Goal Setting: 5x5 tables Action: 1.3	Data Year: 2022-23 Medium: 47.2%	Data Year: 2023-24 Very High: 67.2%	Data Year: 2024-25 EL Medium: 64.2% prepared LTEL Very Low: 43.8% prepared	Data Year: 2025-26 EL: Increase to 55.0%+	EL: Increased 17% LTEL: Declined 39.6%
1.5	College & Career Readiness Percentage of Students Prepared Data Source: Dashboard Goal Setting: 5x5 tables Actions: 1.1, 1.2, 1.5	Data Year: 2022-23 A. All Medium: 43.8% B. Hispanic Medium: 40.0% C. Homeless Low: 16.1% D. Low Income Medium: 36.5% E. White Medium: 44.0%	Data Year 2023-24 A. All Low: 35.2% B. Hispanic Low: 26.5% C. Homeless Very Low: 8.7% D. Low Income Low 25% E. White Low: 36.4%	Data Year 2024-25 A. All High: 41.1 % B. Hispanic No Color: 20.7 % C. Homeless Medium: 16.7 % D. Low Income Medium: 32.3% E. White High: 45.1 %	Data Year: 2025-26 A. All Increase to 55.0%+ B. Hispanic Increase to 55.0%+ C. Homeless Increase to 35.0%+ D. Low Income Increase to 55.0%+ E. White Increase to 55.0%+	A. All Decreased 2.7% B. Hispanic Declined 19.3% C. Homeless Increased 0.6% D. Low Income Decreased 4.2% E. White Increased 1.1%
1.6	Graduation Rate Data Source: Dashboard Goal Setting: 5x5 tables	Data Year: 2022-23 A. All High: 92.5%	Data Year: 2023-24 A. All High: 93.7%	Data Year: 2024-25 A. All Low: 89.9%	Data Year: 2025-26 A. All 92.5%+	A. All Decreased 2.6% B. Homeless Decreased 4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Actions 1.2, 1.5	B. Homeless Medium: 87.5% C. Low Income: High: 90.5% D. White High: 94.6%	B. Homeless Very High: 95.7% C. Low Income: High: 92.4% D. White High: 93.9%	B. Homeless Low: 83.3% C. Low Income: Low: 89.2% D. White Low: 89%	B. Homeless 90.5%+ C. Low Income 90.5%+ D. White: 90.5%+	C. Low Income: Decreased 1.3% D. White Decreased 5.6%
1.7	Local Indicator: Implementation of Academic Standards Data Source: Average Rating on Self-reflection Tool Actions: 1.2, 1.3, 1.4, 1.5, 1.6	Data Year: 2023-24 1. Professional Learning: 3.0 2. Instructional Materials: 3.8 3. Policy and Program Support: 3.0 4. Other Adopted Academic Standards: 4.0 5. Support for Teachers and Administrators: 3.3	Data Year: 2024-25 1. Professional Learning: 3.0 2. Instructional Materials: 3.8 3. Policy and Program Support: 3.0 4. Other Adopted Academic Standards: 4.0 5. Support for Teachers and Administrators: 3.3	Data Year 2025-26 1. Professional Learning: 3.0 2. Instructional Materials: 4.0 3. Policy and Program Support: 3.0 4. Other Adopted Academic Standards: 4.0 5. Support for Teachers and Administrators: 4.0	Data Year: 2026-27 Average rating on self-reflection tool of 4.0+ in each category	1. Professional Learning: 3.0-maintained 2. Instructional Materials: 4.0 Increased 0.2 3. Policy and Program Support: 3.0 Maintained 4. Other Adopted Academic Standards: 4.0-Maintained 5. Support for Teachers and Administrators: 4.0-Increased 0.7
1.8	Acadience Early Literacy Grades K-3: Percentage of Students At or Above Benchmark Data Source: Acadience Actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Data Year: 2022-23 Kinder to Grade 3 Combined - 37% Kinder: 16% Grade 1: 33% Grade 2: 48% Grade 3: 53%	Data Year: 2023-24 K-3: 44% Kinder: 34% Grade 1: 41% Grade 2: 52% Grade 3: 50%	Data Year: 2025-26 K-3: 45% Kinder: 37% Grade 1: 47% Grade 2: 42% Grade 3: 52%	Data Year: 2025-26 Kinder to Grade 3 Combined - 60%+ Kinder: 60%+ Grade 1: 60%+ Grade 2: 60%+ Grade 3: 60%+	Data Year: 2025-26 K-3: Increased 8% Kinder: Increased 21% Grade 1: Increased 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-25 K-3: 49% Kinder: 43% Grade 1: 50% Grade 2: 46% Grade 3: 54%			Grade 2: Decreased 6% Grade 3: Decreased 1%
1.9	English Language Arts Benchmarks Grades 1-8: Percentage of Students Meets or Exceeds Data Source: Edmentum Data Source 25/26 only: i-Ready Actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Data Year: 2023-24 A. Grades 1-8: 58% B. Grade 1: 52% C. Grade 2: 54% D. Grade 3: 50% E. Grade 4: 48% F. Grade 5: 43% G. Grade 6: 68% H. Grade 7: 65% I. Grade 8: 83%	Data Year: 2024-25 A. Grades 1-8 Overall: 51% B. Grade 1: 52% C. Grade 2: 54% D. Grade 3: 42% E. Grade 4: 28% F. Grade 5: 40% G. Grade 6: 50% H. Grade 7: 74% I. Grade 8: 63%	Data Year: 2025-26 A. Grades 1-8 Overall:47 % B. Grade 1: 46% C. Grade 2: 44% D. Grade 3: 28% E. Grade 4: 33% F. Grade 5: 37% G. Grade 6: 61% H. Grade 7: 59% I. Grade 8: 70% Data Year: 2025-26 pilot at Woodland and Sierra Home BM2 All Students: 37% BM3 All Students: 42%	Data Year: 2026-27 Each grade level and overall band will increase to 60%+	Data Year 2025-26 Overall Decreased: 11% Data Year: 2025-26 i-ready pilot at Woodland and Sierra Home Increased BM2 to BM3=5%
1.10	Math Benchmarks Grades 1-8: Percentage of Students Meets or Exceeds Data Source: Edmentum	Data Year: 2023-24 A. Grades 1-8 Overall: 41% B. Grade 1: 49% C. Grade 2: 50%	Data Year: 2024-25 A. Grades 1-8 Overall: 39% B. Grade 1: 47%	Data Year: 2025-26 A. Grades 1-8 Overall: 33 % B. Grade 1: 36%	Data Year: 2026-27 Each grade level and overall band	Data Year 2025-26 Edmentum Overall Decreased: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source 25/26 only: i-Ready Actions: 1.2, 1.3, 1.4, 1.5, 1.6	D. Grade 3: 43% E. Grade 4: 33% F. Grade 5: 26% G. Grade 6: 41% H. Grade 7: 38% I. Grade 8: 48%	C. Grade 2: 48% D. Grade 3: 26% E. Grade 4: 32% F. Grade 5: 31% G. Grade 6: 34% H. Grade 7: 53% I. Grade 8: 47%	C. Grade 2: 40% D. Grade 3: 22% E. Grade 4: 27% F. Grade 5: 26% G. Grade 6: 41% H. Grade 7: 34% I. Grade 8: 41% Data Year: 2025-26 pilot at Woodland and Sierra Home BM2 All Students: 22% BM3 All Students: 26%	will increase to 60%+	Data Year: 2025-26 i-ready pilot at Woodland and Sierra Home Increased BM2 to BM3= 4%
1.11	Percentage of Graduate completing A-G requirements (UC/CSU eligible) Data Source: Dashboard Additional Reports -> CCI Measures Actions 1.2, 1.5	Data Year: 2022-23 A. All: 24.5% B. Hispanic: 25.7% C. White: 20.7% D. Low Income: 19.0% E. Homeless: 6.5%	Data Year: 2023-24 A. All: 22.4% B. Hispanic: 14.3% C. White: 23.2% D. Low Income: 15.2% E. Homeless: 8.7%	Data Year: 2024-25 A. All: 25.6% B. Hispanic: 17.2% C. White: 23.2% D. Low Income: 18.3% E. Homeless: 6.7 %	Data Year: 2025-26 Increase by 5% for each group	A. All: Increased 1.1% B. Hispanic: Decreased 8.5% C. White: Increased 2.5% D. Low Income: Decreased 0.7% E. Homeless: Increased 0.2%
1.12	Percentage of Graduates that Complete CTE Pathway (CTE Completers)	Updated Baseline Data: Numbers adjusted based on Data Quest CCI Measures report 2022-23	2023-2024 Data A. All 35% B. Hispanic: 31.4% C. White: 35.4%	2024-25 Data A. All 30.2% B. Hispanic: 27.6% C. White: 31.7%	Data Year: 2025-26 Increase by 5% for each group	A. All: Decreased 5.9% B. Hispanic: Decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard Additional Reports -> CCI Measures Actions 1.2, 1.5	All 36.1% Hispanic: 28.6% White: 38% Socioeconomically Disadvantaged: 29.3% Homeless: 16.1%	D. Socioeconomically Disadvantaged: 28.6% E. Homeless: 17.4%	D. Socioeconomically Disadvantaged: 25.8% E. Homeless: 20.0%		C. White: Decreased 6.3% D. Socioeconomically Disadvantaged: Decreased 3.5% E. Homeless: Increased 3.9%
1.13	Percentage of Graduates that Complete One or More College Credit Courses (CCAP or Dual Enrollment) Data Source: Dashboard Additional Reports -> CCI Measures Actions 1.2, 1.5	Updated Baseline Data: Numbers adjusted based on Data Quest CCI Measures report 2022-23 A. All: 65.6% B. Hispanic: 64.3% C. White: 63.5% D. Socioeconomically Disadvantaged: 59.5% E. Homeless: 40%	2023-2024 Data A. All: 60% B. Hispanic: 44.4% C. White: 58.3% D. Socioeconomically Disadvantaged:57.7% E. Homeless:100%	2024-25 Data A. All: 64.2% B. Hispanic: 16.7% C. White: 64.9% D. Socioeconomically Disadvantaged:53.3% E. Homeless:60%	Data Year: 2025-26 Increase by 5% for each group	A. All: Decreased 1.4% B. Hispanic: Decreased 47.6% C. White: Increased 1.4% D. Socioeconomically Disadvantaged Decreased 6.2% E. Homeless: Decreased Increased 20%

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.

MCUSD and MCOE are proud of the continued success in implementing intervention systems at all sites, despite staffing challenges experienced across the district. All students have access to targeted support. Virtual intervention has proven an effective and creative solution to ensure all sites receive necessary services. Classified staff providing targeted intervention also received phonics training to strengthen foundational literacy.
Lead teachers guide data conversations that help teams reflect on assessments, collaborate on reteaching, and share best practices. In addition, key metrics are reviewed regularly through academic leadership meetings, allowing the district to monitor progress over time and make informed adjustments as needed. Supplemental ELA and Math curriculum, selected with teacher input, supports core instruction, provides formative assessment data, and expands instructional strategies for diverse learners, including English Learners, students from low socio-economic backgrounds, and students with disabilities.

At the secondary level, credit recovery continues to help students stay on track toward graduation. Across all grade levels and subgroups, professional development and coaching have been provided to Tier 1, Tier 2, and Tier 3 staff to deliver targeted, data-driven instruction. This includes continued targeted instruction professional development for special education staff to address the needs of students with disabilities, who are red in ELA and Math, ensuring high-quality instruction and personalized support for all learners.
Building on these ongoing efforts, new initiatives are being introduced to further strengthen instructional clarity and targeted support. Focus standards are being identified in core subjects to help teachers prioritize critical skills, align instruction and assessment, and target support to promote student growth.

We are placing increased focus on the Long-Term English Learner (LTEL) student group to better understand current systems and identify improvements. This focus is informed by data showing LTEL students as red in English Learner Progress and Suspension indicators. Additionally, all English Learners are red in ELA and Math, highlighting the need to strengthen academic support across core subjects. As part of the Differentiated Assistance work, we are analyzing both qualitative and quantitative data to better understand our current systems and plan next steps to support student success.
Ongoing challenges include recruiting and retaining qualified staff across the district and securing funding for intervention staffing. For 2026–27, LREBG funds help offset intervention salaries, and virtual services continue to ensure all sites have access to interventions.

In response to staff and student input requesting a more robust benchmark system with stronger embedded intervention and closer alignment to CAASPP, we piloted the i-Ready Benchmark 2 and Benchmark 3 assessments at two sites—Woodland Elementary and Sierra Home. No final decision has been made regarding adoption, as we are still gathering feedback from staff and students as part of the pilot review process.

Additionally, data for Metric 1.11 for the 2023/24 school year has been updated to reflect the correct report. During this year's review, we identified that the report used in the prior year was not the intended data source, and this update ensures greater accuracy and consistency in reporting moving forward.

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.

Implementation of planned actions occurred largely as intended. All sites continued to receive intervention support, with virtual intervention added at smaller or remote schools to address staffing challenges. Supplemental curriculum for ELA and Math was provided as planned, and professional development for special education and classified staff was successfully delivered. Early work on identifying focus standards and strengthening support for the LTEL subgroup was initiated as planned, providing the foundation for continued growth. Adjustments were made primarily to address staffing shortages and maximize student access to interventions, but no significant changes were made to the intended scope of services.

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

Effectiveness
District strategies have supported student growth across the district, with intervention systems, both in-person and virtual, ensuring access to targeted support despite staffing challenges. Professional development for MTSS staff, including special education and classified personnel,

has strengthened instructional practices and enabled data-driven, differentiated instruction. Supplemental ELA and Math curricula, EL/LTEL supports, and credit recovery programs have further supported diverse learners.

Overall, 67% of students improved in ELA and 61.8% in Mathematics. Highlighted groups show meaningful gains: homeless students gained 40 points in ELA (Yellow), and foster youth increased 10.5 points (Orange). Initial work with LTELs has laid the foundation for continued improvement.

Areas for Growth / Challenges
Students with disabilities remain in the Red performance level in both ELA and Mathematics, highlighting the need for ongoing targeted supports. Staffing shortages and increased behavioral needs have impacted consistency and effectiveness. Low-performing high school students, including foster youth, homeless students, and students with disabilities, continue to require differentiated interventions. Continuous improvement processes, including Differentiated Assistance and Comprehensive School Improvement, remain essential to address persistent gaps and promote equity districtwide.

Alignment to Actions / Services

Early Literacy (K–3): Professional development, universal screening, targeted reading interventions, and instructional materials support foundational literacy and MTSS.
High-Quality Instruction: Standards-aligned supplemental ELA/Math, VAPA, CTE/secondary courses, and academic guidance ensure college and career readiness.
English Learners / LTELs: Integrated and designated ELD instruction, supplemental materials, bilingual supports, and targeted professional development address Red Dashboard indicators.
Students with Disabilities: Professional development, targeted staffing, and supplemental materials support standards-aligned instruction and interventions beyond IEP services.
Intervention & Credit Recovery: Differentiated instruction, credit recovery staff, Universal Design for Learning, high-impact math practices, and supplemental counseling support high school students at risk of not meeting graduation requirements.
Continuous Improvement: Data management tools, Differentiated Assistance, Comprehensive School Improvement support, and Improvement Science strategies target student groups performing in Red and strengthen implementation across the district.

District strategies are sustaining growth, targeting persistent gaps, promoting equity, and supporting all students' college and career readiness.

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.

While no large-scale changes were made, we continued many of the actions that support this goal and are excited to make further progress in the coming year. Intervention teachers and aides remain in place, offset by LREBG funds, along with supplemental curriculum and instructional materials. With the inclusion of LREBG funds, we are now tying actions 1.1 and 1.5 to our metrics to measure progress and evaluate the effectiveness of this investment.

Collaboration planning time and professional development opportunities will continue to be offered to support all staff in delivering high-quality, targeted instruction. We have added Long-Term English Learner (LTEL) progress to our academic outcomes, as Dashboard data is now available for this metric. Due to the small population of LTELs, data may not always be reported, but including this measure allows us to monitor and better support this student group moving forward.

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	Early Literacy	All students are provided with foundational literacy instruction, with an emphasis on Kindergarten to Grade 3 as part of Multi Tiered Systems of Support (MTSS). This is an LREBG action. $305,268 of the our LREBG funds will be used for support staff and be monitored through metrics 1.1, 1.5, and 1.8. Funding will be used for, but not limited to: • Professional Development for K-3 Teachers/Staff in Foundational Reading Standards, Instruction, & Intervention • Early Literacy Universal Screener K-3 • Reading Interventions K-3 • Collaborative Planning Time K-3 • Intervention Reading Materials K-3	$904,045.00	Yes
1.2	High Quality & Rigorous Instruction	Provide standards-aligned curriculum (above and beyond base level requirements) and high-quality classroom Instruction, including the integration of technology and research based strategies/materials, to prepare students to graduate college and career ready. This action is a focus area for Continuous Improvement directed for Red Dashboard indicators in student achievement of English Language Arts and Mathematics as follows: (1) Schools within the LEA: Lake Don Pedro (English Language Arts & Mathematics) (2) Student groups within the LEA: * English Language Arts: English Learners, Students with Disabilities * Mathematics: English Learners, Students with Disabilities	$1,179,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(3) Student groups within any school within the LEA: * Woodland: • English Language Arts: Students with Disabilities • Mathematics: Students with Disabilities * Lake Don Pedro • English Language Arts: All Students, Hispanic, Low-Income, White • Mathematics: All Students, Hispanic, Low-Income, White Funding will be used for, but not limited to: • ELA/ELD, Mathematics, Social Science, Science, VAPA and Secondary Course supplemental support materials • Visual & Performing Arts instruction (i.e. Band, Music, Theater, Arts) • Broad course of study in secondary settings to support Career and Technical Education (CTE), A-G courses (college ready), and college dual enrollment. • Library books, materials, and management • Supplemental Academic guidance for grades 9-12 • Lead Teachers		
1.3	English Learners	Provide English Learners (EL) and Long-Term English Learners (LTEL) high-quality instruction in the English Language Development (ELD) Standards through both integrated and designated ELD and instruction is differentiated to monitoring data, including ELPAC and interim measures. This action is a focus area for Continuous Improvement directed for Red Dashboard indicators in student achievement for English Learners in English Language Arts and Mathematics as follows: * LEA: District-wide Funding will be used for, but not limited to: • Supplementary EL Support Materials • Professional Development specific to addressing academic needs of English Learners and Long-Term English Learners • Bi-lingual student supports	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Students with Disabilities	Develop and maintain a system to support students with disabilities to ensure that all students with disabilities receive instruction aligned with the California state content standards and curriculum frameworks as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. This action is a focus area for Continuous Improvement directed for Red Dashboard indicators in student achievement for Students with Disabilities in English Language Arts and Mathematics as follows: * LEA: District-wide * School: Woodland Funding will be used for, but not limited to: • Professional development for staff • Staffing and/or supports as needed for student success • Materials and Supplies beyond base IEP services	$272,825.00	No
1.5	Intervention & Credit Recovery	All students are provided with differentiated instruction and intervention, including credit recovery in Grades 9-12) as part of Multi Tiered Systems of Support (MTSS). This is an LREBG action. $212,076 of our LREBG funds will be used for support staff and be monitored through metrics 1.1, 1.5, and 1.8. Funding will be used for, but not limited to: • Credit Recovery staff and/or supports as necessary for student success • Professional Development: Universal Design for Learning, Differentiation, high impact math practices and interventions • Supplementary Counseling supports to ensure low-performing students experiencing homelessness, foster youth, and students with disabilities are provided appropriate interventions	$1,333,413.00	Yes
1.6	Continuous Improvement	Technical assistance, including Differentiated Assistance and Comprehensive School Improvement, will be provided to minimally meet the needs of student groups performing in the Red on the 2023 Dashboard.	$205,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding will be used for, but not limited to: • Identify and use data management tools and resources to analyze student outcomes (including disaggregation of data) • Differentiated Assistance and Continuous Improvement for district wide student groups performing in Red • Comprehensive School Improvement support at specific sites with student groups scoring Red on two or more metrics. • Improvement Science to: Analyze Data, Conduct Root Cause Analysis, Identify Research Based Resources/Strategies, and participate in Plan-Do-Study-Act (PDSA) cycles. • Additional training and/or staffing to support Continuous Improvement		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement: Engage students, staff, and parents/guardians in a supportive school climate that cultivates a sense of safety and school connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Student Outcomes Data
This goal was developed in response to the needs identified through data analysis and input from educational partners emphasizing improving rates of chronic absenteeism, increasing student sense of safety and connectedness, and expanding opportunities for educational partner involvement. The district receives Differentiated Assistance, in part due to suspension rates; 7 of 10 student groups were Red on the 2023 Dashboard (American Indian, English learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities). The following subgroups also performed in Red on Chronic Absenteeism: American Indian, English Learner, and Hispanic. Through opportunities for students to participate in enrichment and extracurricular paired with increasing educator strategies for addressing challenging behaviors, we hope to reduce Chronic Absenteeism and Suspension.

Educational Partner Input
Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance focus groups expressed a need to improve student attendance and decrease suspension rates. Parents shared a need to increase and improve communication to inform and include parents of school and district level activities and increase opportunities, Parents, teachers, and other staff specifically want to see opportunities increase to engage foster youth, low-income and English learner students. This input resulted in the following actions:
* Engage Educational Partners
* Enrichment & Extracurricular
* Multi Tiered Systems of Support
* Attendance

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Data Source: Dashboard Goal Setting: 5x5 tables Actions: 2.1, 2.2, 2.3, 2.4	Data Year: 2022-23 A. All Very High: 43.5% B. American Indian Very High: 54.3% C. English Learners Very High: 38.9% D. Foster Youth Very High: 50% E. Hispanic Very High: 48.0% F. Homeless Very High: 58.8% G. Low-income Very High 48.7% H. Students with Disabilities Very High: 47.9% I. Two or More Races Very High: 39.1% J. White Very High: 41.8% K. Woodland Elementary Very High: 49.1%	Data Year: 2023-24 A. All Medium: 33.2% B. American Indian High: 37.8% C. English Learners High: 25.7% D. Foster Youth High: 38.5% E. Hispanic Medium: 38% F. Homeless High: 45.9% G. Low-income Medium: 37.9% H. Students with Disabilities Medium: 35.8% I. Two or More Races High: 29.8% J. White Medium: 31.3%	Data Year: 2024-25 A. All Medium: 29.8% B. American Indian Very High: 39% C. English Learners Very High: 25.8% D. Foster Youth High: 26.5% E. Hispanic Medium: 31.6% F. Homeless Very High: 46.8% G. Low-income Medium: 34.9% H. Students with Disabilities Medium: 31.8% I. Two or More Races Very High: 24.8% J. White Very High: 29.9%	Data Year: 2025-26 A. All Decrease to within 20.0% or less B. American Indian Decrease to within 20.0% or less C. English Learners Decrease to within 20.0% or less D. Foster Youth Decrease to within 20.0% or less E. Hispanic Decrease to within 20.0% or less F. Homeless Decrease to within 20.0% or less G. Low-income Decrease to within 20.0% or less H. Students with Disabilities Decrease to within 20.0% or less	A. All Decreased 13.7% B. American Indian Decreased 15.3% C. English Learners Decreased 13.1% D. Foster Youth Decreased 12% E. Hispanic Decreased 23.5% F. Homeless Decreased 12% G. Low-income Decreased 13.8% H. Students with Disabilities Decreased 16.1% I. Two or More Races Decreased 14.3% J. White Decreased 11.9% K. Woodland Elementary Decreased 19.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L. Yosemite Valley Very High: 42.4% M. Greeley Hill Very High: 73.2%	K. Woodland Elementary Medium: 33.9% L. Yosemite Valley 16% M. Greeley Hill High: 60.4%	K. Woodland Elementary High: 29.9% L. Yosemite Valley 7.7% M. Greeley Hill Very High: 64.1%	I. Two or More Races Decrease to within 20.0% or less J. White Decrease to within 20.0% or less K. Woodland Elementary Decrease to within 20.0% or less L. Yosemite Valley Decrease to within 20.0% or less M. Greeley Hill Decrease to within 20.0% or less	L. Yosemite Valley Decreased 34.7% M. Greeley Hill Decreased 9.1%
2.2	Suspension Data Source: Dashboard Goal Setting: 5x5 tables Actions: 2.1, 2.2, 2.3	Data Year: 2022-23 A. All High: 7.7% B. American Indian Very High: 19% C. English Learners Medium: 3.2% D. Foster Youth Very High: 16.4% E. Hispanic High: 6.5%	Data Year: 2023-34 A. All Very High 8.4% B. American Indian High 15.2% C. English Learners Medium 3.2% D. Foster Youth High 14.1%	Data Year: 2024-25 A. All Medium: 7% B. American Indian High 12.3% C. English Learners High: 7.9% C1. LTEL High 12% D. Foster Youth	Data Year: 2025-26 A. All Decrease to 4.5% or less B. American Indian Decrease to 8.0% or less C. English Learners Decrease to 2.5% or less	A. All Decreased 0.7% B. American Indian Decreased 6.7% C. English Learners Increased 4.7% C1. LTEL Increased 5.8% D. Foster Youth Decreased 5.9% E. Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		F. Homeless Very High: 15.3% G. Low Income Very High: 9.8% H. Students with Disabilities Very High: 9.6% I. Two or More Races Medium: 4% J. White Very High: 7.8% K. Lake Don Pedro High: 5.8% L. Greeley Hill Very High: 18.2% M. Mariposa County High Very High: 12.9% N. Monarch Academy Very High: 11.9%	E. Hispanic High: 7.4% F. Homeless Very High: 18.6% G. Low Income Very High: 10.6% H. Students with Disabilities Very High: 11% I. Two or More Races High 4.3% J. White Very High: 9.2% K. Lake Don Pedro Very High 12.7% L. Greeley Hill Very High: 23.2% M. Mariposa County High High 11.5% N. Monarch Academy High 8.2%	High 10.5% E. Hispanic Medium: 5.9% F. Homeless Medium: 11.8% G. Low Income Medium: 8.2% H. Students with Disabilities Medium: 8.9% I. Two or More Races High 5.7% J. White Medium: 7.2% K. Lake Don Pedro Medium: 5.5% L. Greeley Hill High: 12.2% M. Mariposa County High Very High 13.6% N. Monarch Academy Very High 9.6%	D. Foster Youth Decrease to 8.0% or less E. Hispanic Decrease to 4.5% or less F. Homeless Decrease to 8.0% or less% G. Low Income Decrease to 8.0% or less H. Students with Disabilities Decrease to 8.0% or less I. Two or More Races Decrease to 2.5% or less J. White Decrease to 8.0% or less K. Lake Don Pedro Decrease to 4.5% or less L. Greeley Hill	Decreased 0.6% F. Homeless Decreased 3.5% G. Low Income Decreased 1.6% H. Students with Disabilities Decreased 0.7% I. Two or More Races Increased 1.7% J. White Decreased 0.6% K. Lake Don Pedro Decreased 0.3% L. Greeley Hill Decreased 6% M. Mariposa County High Increased 0.7% N. Monarch Academy Decreased 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Decrease to 8.0% or less M. Mariposa County High Decrease to 8.0% or less N. Monarch Academy Decrease to 8.0% or less	
2.3	Local Indicator: Parent Involvement and Family Engagement Data Source: Average Rating on Self-reflection Tool Action: 2.1	Data Year: 2022-23 1. Building Relationships between School Staff & Families: 3.5 2. Building Partnerships for Student Outcomes: 3.0 3. Seeking Input for Decision-Making: 3.0	Data Year: 2023-24 1. Building Relationships between School Staff & Families: 3.5 2. Building Partnerships for Student Outcomes: 3.0 3. Seeking Input for Decision-Making: 3.0	Data Year: 1. Building Relationships between School Staff & Families: 3.5 2. Building Partnerships for Student Outcomes: 3.5 3. Seeking Input for Decision-Making: 4.0	Data Year: 2025-26 Average Rating on Self-reflection Tool of 4.0+ in each category	Data Year 25/26 1. Building Relationships between School Staff & Families: maintain 2. Building Partnerships for Student Outcomes: increased 0.5 3. Seeking Input for Decision-Making: increased 1.0
2.4	Percentage of Pupil Expulsions Data Source: DataQuest -> Expulsion and Suspension -> Expulsion Rate Actions: 2.1, 2.2, 2.3	Data Year: 2022-23 MCOE - 0% MCUSD - Less than 1%	Data Year 2023-24 MCOE- Less than 1% MCUSD- Less than 1%	Data Year 2024-25 MCOE- Less than 1% MCUSD- Less than 1%	Data Year: 2025-26 Maintain less than 1%	MCOE- Maintained MCUSD- Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of Middle School Dropouts Data Source: CALPADS->Fall 1->Report 8.1c Actions: 2.1, 2.2, 2.3	Data Year: 2022-23 MCOE - 0% MCUSD - Less than 1%	Data Year: 2023-24 MCOE - 0% MCUSD - Less than 1%	Data Year: 2024-25 MCOE - 0% MCUSD - Less than 1%	Data Year: 2025-26 Maintain less than 1%	MCOE - Maintained MCUSD - Maintatined
2.6	Percentage of High School Dropouts Data Source: DataQuest->Four-Year Adjusted Cohort Outcome Actions: 2.1, 2.2, 2.3	Data Year: 2022-23 7.48%	Data Year: 2023-24 5%	Data Year: 2024-25 9.4%	Data Year: 2025-26 Decrease by 2%	Increased 4.4%
2.7	Percentage of students reporting school connectedness Data Source: CA Healthy Kids Survey Data Source 25/26: Kelvin Actions: 2.1, 2.2, 2.3 * Also aligned to Dashboard Local Indicator: School Climate	Data Year: 2023-24 MCUSD Grade 5: 69% Participation Rate 86% Grade 7: 58% Participation Rate: 97% Grade 9: 58% Participation Rate: 84% Grade 11: 55% Participation Rate: 73%	Data Year: 2024-25 MCUSD Grade 5: 67% Participation Rate: 76% Grade 7: 68% Participation Rate: 96% Grade 9: 59% Participation Rate: 95% Grade 11: 61% Participation Rate: 72% All grades:64%	New CA Healthy Kids data available 26/27 Data from 25/26 MCUSD Kelvin Survey Grades 4-12 Grades 4-12: 67% favorable Student Participation Rate: 76%	Data Year: 2026-27 Increase all grades to 70%+ with 90%+ Participation Rate	New CA Healthy Kids Survey data available 26/27 Data from 25/26 MCUSD Kelvin Survey Grades 4-12 Grades 4-12: Increased 3% Student Participation Rate: decreased 11% (note data is from additional grade levels)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All grades participation: 85%			
2.8	Percentage of students reporting perceived school safety Data Source: CA Healthy Kids Survey Actions: 2.1, 2.2, 2.3 * Also aligned to Dashboard Local Indicator: School Climate	Data Year: 2023-24 MCUSD Grade 5: 79% Participation Rate: 86% Grade 7: 69% Participation Rate: 97% Grade 9: 58% Participation Rate: 84% Grade 11: 72% Participation Rate: 73%	Data Year: 2024-25 MCUSD Grade 5: 68% Participation Rate: 76% Grade 7: 73% Participation Rate: 96% Grade 9: 60% Participation Rate: 95% Grade 11: 76% Participation Rate: 72% All grades:69% All grades participation: 85%	New data available 26/27	Data Year: 2026-27 Increase all grades to 70%+ with 90%+ Participation Rate	New data available 26/27 Data from 25/26 MCUSD Kelvin Survey Grades 4-12 Grades 4-12: Decreased 4% Student Participation Rate: Decreased 11% (note data is from additional grade levels)

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.

Based on continued progress reflected in Dashboard indicators and consistent feedback from educational partners, the district has maintained and refined current strategies that are demonstrating positive impact on student engagement. Reductions in chronic absenteeism

and suspension rates indicate that existing systems, including site-based counseling supports, attendance monitoring structures, and the implementation of Positive Behavioral Interventions and Supports (PBIS), are contributing to improved student outcomes.

Additionally, the district has expanded opportunities for family engagement through the introduction of new family engagement nights across the district. While attendance at these initial events was lower than anticipated, they provided meaningful opportunities to begin strengthening connections between families and schools. The district is confident that participation will increase over time as awareness grows and positive experiences are shared within the community.

Students Support Services staff have also made significant progress in building relationships with school site educational partners and community partners through the establishment of regular meetings. These efforts are laying a strong foundation for more cohesive and collaborative support systems for students and families and represent an important step toward more integrated service delivery. The district looks forward to continuing to expand and refine these efforts in the coming years.

At the same time, persistent disparities for specific student groups, including American Indian, Homeless, English Learners, and Long-Term English Learners (LTELs), highlight the need to deepen and strengthen these efforts. The district will continue to prioritize targeted supports through counseling services focused on social-emotional well-being, sustained coordination of attendance systems through designated staff, and ongoing professional learning to build staff capacity in PBIS, culturally responsive practices, and proactive behavioral interventions.

Ongoing monitoring of implementation and effectiveness will occur through regular review of attendance and behavior data, as well as through engagement with educational partners to ensure strategies remain responsive to student needs. This continuous improvement approach allows the district to build on what is working while remaining responsive and adaptable to areas requiring additional focus.

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.

We expanded the majority of our funds under Goal #2. Moving forward, we recognize the need to allocate more funds towards actions focused on engaging educational partners and improving attendance. Though we decreased our chronic absenteeism rate by 10.3% according to the 2023-24 California Dashboard and an additional 3.4% in 2024/25 data we still have a high percentage of students who continue to be absent.

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

Effectiveness
The district continues to make progress in student engagement, with declines in chronic absenteeism and suspension rates reflecting the impact of coordinated supports. Foster Youth, in particular, demonstrated notable attendance gains, indicating that targeted interventions, school-to-home communications, and counseling services are positively affecting student connection.

Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning curriculum have strengthened school climate and student relationships. Enrichment and extracurricular activities, along with school and district events, provide meaningful engagement opportunities and foster student connection to their school communities.

Updated California Healthy Kids Survey data is not yet available, given it's only collected every other year, the district collected similar perception data through the Kelvin survey. Results indicate that students in grades 4–12 reported an average of 67% favorable responses related to connectedness. These items asked students whether they get along with peers, have a trusted adult at school, feel connected to others, and feel a sense of belonging. This reflects a 3% increase in connectedness based on comparable measures. Additionally, this data expands the district's understanding by including a broader range of grade levels than the California Healthy Kids Survey, which previously captured only grades 5, 7, 9, and 11.

Areas for Growth
Chronic absenteeism remains high districtwide, making it a continued focus for all students. Specific student groups, including American Indian, Homeless, English Learners, and Hispanic students remain disproportionately affected, indicating a need for ongoing targeted supports.

Suspension rates, while improved, remain above the state average. Outcomes for Long-Term English Learners reflect a very small student population, where small changes can create large fluctuations in performance. Mariposa County High School represents an opportunity to further strengthen engagement and behavior supports through professional learning in culturally responsive practices, proactive interventions, and systems that build student belonging.

In the area of school safety, the district recognizes a need to strengthen how student perceptions are measured in off-cycle years of the California Healthy Kids Survey. The Kelvin survey included related items regarding clarity of school rules and expectations for behavior, with 65% of students in grades 4–12 responding favorably. While this compares closely to the 69% reported for school safety on the California Healthy Kids Survey, further analysis indicates that these items do not fully capture students' perceptions of safety. As a result, the district has identified a need to refine survey tools and questions to better align with school safety measures and ensure more accurate and actionable data in the off cycle years.

Alignment to Actions
Attendance: Expanded attendance systems, positive incentives, home visits, and ongoing communications address chronic absenteeism and support family engagement.
MTSS / Behavior Supports: Full-time counselors, MTSS training, restorative practices, and social-emotional learning curriculum support reductions in suspension rates and strengthen school climate.
Enrichment & Extracurriculars: Field trips, after-school programs, assemblies, and other activities provide additional engagement opportunities for all students.
Family & Community Engagement: Parent education, advisory councils, workshops, and communication platforms ensure families actively support student attendance, behavior, and engagement.

Overall, the district is building on effective strategies while adapting supports to address equity gaps, strengthen high school practices, and ensure engagement opportunities are accessible to every learner.

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.

While no significant changes to actions were made, the district will continue implementing the strategies that support this goal while refining practices to strengthen outcomes in the 2026–27 school year. Additionally, a specific school safety question will be added to the Kelvin survey to ensure more accurate and aligned data collection during off-cycle years.

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	Engage Educational Partners	Coordinate school and district events, committees, and parent education opportunities. Funding will be used for, but not limited to: • Communication outreach and online presence- Parent Square, District and site websites • Conferences/workshops for staff and families. • Shared leadership training and councils, including: Parent Advisory Council, District English Learner Advisory Council, & Foster Youth Council • Child care, refreshments, and supplies for parent engagement meetings	$50,000.00	Yes
2.2	Multi-Tiered System of Supports - Social-Emotional	Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems as part of Multi-Tiered System of Supports (MTSS). This action is a focus area for Continuous Improvement directed at reducing suspension rates for Red Dashboard indicators as follows: (1) Schools within the LEA: Greeley Hill, Lake Don Pedro, Mariposa County High, Monarch Academy (2) Student groups within the LEA: American Indian, English Learners, Foster Youth, Hispanic, Homeless, Low-Income, Students with Disabilities (3) Student groups within any school within the LEA	$2,057,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Mariposa Elementary: Low-Income, Students with Disabilities * Lake Don Pedro: All Students, Hispanic, Low-Income, Students with Disabilities * Mariposa County High: All Students, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White Funding will be used for, but not limited to: • Social Emotional Learning curriculum and materials • Restorative Practices curriculum and materials • Professional development for MTSS with an emphasis on trauma informed practices and restorative justice • Additional training and/or staffing to support MTSS • Full-time Counselor for each school site, with discretion to share sites based on enrollment		
2.3	Enrichment & Extracurricular Opportunities	Students have opportunities to engage in enrichment and extracurricular activities within and outside of the school day. This action is a focus area for Continuous Improvement directed at reducing chronic absenteeism rates for Red Dashboard indicators as follows: (1) Schools within the LEA: Woodland and Greeley Hill (2) Student groups within the LEA: American Indian, English Learners, and Hispanic (3) Student groups within any school within the LEA: * Woodland: Hispanic, Low-Income and White * Lake Don Pedro: Hispanic Funding will be used for, but not limited to: • Field Trips and School or District-level Assemblies • Enrichment & Extracurricular Activities • After school and summer programs	$152,500.00	Yes
2.4	Attendance	Expand on our current attendance systems (including SARB) to positively engage students and families to improve attendance and communicate regularly about attendance.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is a focus area for Continuous Improvement directed at reducing chronic absenteeism rates for Red Dashboard indicators as follows: (1) Schools within the LEA: Woodland and Greeley Hill (2) Student groups within the LEA: American Indian, English Learners, and Hispanic (3) Student groups within any school within the LEA: * Woodland: Hispanic, Low-Income and White * Lake Don Pedro: Hispanic Funding will be used for, but not limited to: • School to Home Communications and Online Presence • District-wide positive attendance incentive program. • Back to School Fair • Designated transportation and/or mileage for staff to make home visits and coordinate services for families		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: Ensure the necessary conditions and services required to support optimum learning opportunities for student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Student Outcome Data & Local Indicator Data
This goal addresses basic conditions of learning, including instructional materials, academic standards, and coordination of services to foster youth and expelled students. We have met and expect to continue to meet state priorities for three or more consecutive years on the CA School Dashboard. However, we continue to struggle with recruiting and maintaining highly qualified teachers, due in large part to rural schools (between 45 minutes to 60 minutes drive from the town center). The actions in this goal allow us to maintain and exceed these outcomes.

Educational Partner Input
Parents and Principals share frustrations at inability to fill positions with highly qualified staff. While the LCAP does not address teacher pay, they shared ideas to increase morale and culture, including supports for new teachers. This input resulted in the following action:
* Recruiting & Retaining Highly Qualified Teachers

Teachers, Principals, and Other Staff recognize the unique challenges and needs of foster youth, including material needs and social emotional supports. They expressed concerns for student safety both in school and while participating in after school programs. This input resulted in the following action:
* Foster Youth

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator: Basics: Teachers, Instructional Materials, Facilities Data Source: Dashboard Actions: 3.1, 3.2 * Also see Metric 3.6 Percentage of Teachers Appropriately Assigned & Fully Credentialed in Subject Area and Metric 3.7 Facility Inspection Tool (FIT) Inspections	Data Year: 2022-23 100% of students access to standards aligned course materials	Data Year: 2023-24 100% of students access to standards aligned course materials	Data Year: 2024-25 100% of students access to standards aligned course materials	Data Year: 2025-26 100% of students access to standards aligned course materials	No Change
3.3	Local Indicator: Access to Broad Course of Study Data Source: Dashboard	Data Year: 2022-23 100% of students enrolled in broad course of study	Data Year: 2023-24 100% of students enrolled in broad course of study	Data Year: 2024-25 100% of students enrolled in broad course of study	Data Year: 2025-26 100% of students enrolled in broad course of study	No Change
3.4	Local Indicator: Coordination of Services for Expelled Students - Average Rating on Self-reflection Tool Data Source: Dashboard Action: 3.3	Data Year: 2022-23 Degree of Implementation: 3.5	Data Year: 2023-24 Degree of Implementation: 3.5	Data Year 2024-25 Degree of Implementation: 3.5	Data Year: 2025-26 Average Rating on Self-reflection Tool of 4.0+	No Change
3.5	Local Indicator: Coordination of Services for Foster Youth - Average Rating on Self-reflection Tool	Data Year: 2022-23 Degree of Implementation: 3.75	Data Year: 2023-24	Data Year: 2024-25	Data Year: 2025-26	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard Action: 3.4		Degree of Implementation: 3.75	Degree of Implementation: 3.75	Average Rating on Self-reflection Tool of 4.0+	
3.6	Percentage of Teachers Appropriately Assigned & Fully Credentialed in Subject Area Data Source: DataQuest -> Staff Assignment Data Action: 3.2	Data Year: 2021-22 MCUSD 77.95% Fully Credentialed for Subject & Placement	Data Year: 2022-23 MCUSD 71.3% Fully Credentialed for Subject & Placement	Data Year: 2023-24 MCUSD 69.5% Fully Credentialed for Subject & Placement	Data Year: 2024-25 Increase by 3%	MCUSD Decreased 8.45% Fully Credentialed for Subject & Placement
3.7	Facility Inspection Tool (FIT) Inspections Data Source: School Accountability Report Card (SARC) Action: 3.1	Data Year: 2023-24 6 of 8 Criteria in Good Repair Greeley Hill, Coulterville High, and Woodland 7 of 8 Criteria in Good Repair Lake Don Pedro 8 of 8 Criteria in Good Repair Mariposa Elementary, Yosemite Valley, El Portal, Sierra Home, Spring Hill, Mariposa County High, Monarch Academy	Data Year: 2024-25 2 of 8 Criteria in Good Repair Spring Hill High 5 of 8 Criteria in Good Repair Greeley Hill Elementary & Coulterville High (same campus) 6 of 8 Criteria in Good Repair Sierra Home School	Data Year: 2025-26 6 out of 8 Good: Greeley Hill Elementary 6 out 8 Fair: Monarch 7 out 8 Good: Coulterville High. Lake Don Pedro, Sierra Home School, Woodland, County Community 7 out 8 Fair: Yosemite Valley Elementary,	Data Year: 2026-27 All sites will have 8 of 8 criteria in Good Repair Target may be adjusted after Year 1 Outcomes based on FIT Tool Release January 2024 from CDE	Decreased from 7 to 4 schools with 8 out of 8 criteria in good repair

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FIT Tool Release January 2024 from CDE will result in updating this metric in the 2024-25 School Year	7 of 8 Criteria in Good Repair Yosemite Valley Elementary, Mariposa Elementary, Lake Don Pedro, Woodland Elementary 8 of 8 Criteria in Good Repair El Portal, Mariposa County High, Monarch Academy	Yosemite Park High School 8 out 8 Good: EL Portal, Mariposa County High School, Mariposa Elementary School, Spring Hill High School		

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.

The systems and supports established in previous years continue to be a source of strength for our district, particularly in serving our focus group populations. All students have access to standards-aligned course materials and the opportunity to engage in a broad course of study, ensuring access to high-quality instruction. We are proud to see continued growth across multiple indicators on the dashboard, including academics and student engagement. This progress is supported by ongoing monitoring of key metrics, including regular review during academic leadership meetings and site-based data conversations, allowing the district to reflect on outcomes and make adjustments as needed.

Our school communities remain actively involved in the implementation and ongoing refinement of our school safety plans. Staff continue to receive training that equips them with the knowledge and skills needed to enhance student safety and well-being.

The work of our Foster & Homeless Youth Coordinator in Student Support Services remains central to connecting and supporting students. Through collaboration with local community-based organizations, such as Heritage House, Ethos Youth Center, CASA, Mountain Crisis Services, Mariposa Safe Families, and local food producers and county agencies including Child Welfare, Behavioral Health, Housing and Benefits, Public Health, Probation, and the Sheriff's Department, the coordinator ensures a cohesive and responsive support network. These partnerships continue to provide essential resources, targeted staff training and interventions that support both academic and socio-emotional needs of students, including expelled youth.

Our coordinator's leadership in advocacy and systems improvement continues to strengthen our services. Participation in regional coalitions, monthly school site meetings, and statewide forums ensures that we remain aligned with best practices and legislative updates, providing both immediate support and long-term guidance for students and families.
While much has been accomplished, recruiting and retaining highly qualified staff remains a challenge, with 69.5% of teachers now fully credentialed, a decrease of 1.8%. The induction, mentoring, and coaching programs are fully implemented and continue to support new teachers, yet additional strategies for recruitment and retention, particularly in our smaller and rural schools, will remain a focus in the coming year.
Overall, the continuation of these efforts, combined with strong community and interagency partnerships, positions our district to maintain and build upon the positive outcomes already achieved. We are excited to continue implementing these strategies and look forward to further growth in the year ahead.

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.

We expended the majority of our funds under Goal 3. Allocating more funds towards our safety action was beneficial as it allowed us to offer training for Comprehensive School Safety Plans, CPI and CPR and Active Shooter training as well as purchase emergency supplies such as radios and the emergency and school safety software.

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

Effectiveness
Current actions continue to support all students and ensure access to high-quality instruction. All students have standards-aligned course materials and opportunities to engage in a broad course of study. Targeted interventions for foster and homeless youth, expelled students, and low-socioeconomic students support academic outcomes and enhance overall school experience.

Recruitment and retention strategies—including mentoring, induction, and continuous coaching—provide critical support for teachers, strengthening retention and instructional quality. Staff professional development supports trauma-informed practices, MTSS implementation, and equitable access to rigorous instruction, contributing to positive learning environments districtwide.

Areas for Growth / Challenges
Recruitment and retention of fully credentialed teachers remains a challenge, particularly in smaller, rural schools, with 69.5% of teachers currently fully credentialed for subject and placement. Ensuring equitable access to high-quality instruction for all student groups, including foster and homeless youth, expelled students, and low-socioeconomic students—remains a priority. Ongoing professional development, targeted interventions, and strengthened support systems are essential to continue improving outcomes for historically underserved populations and maintaining safe, high-quality learning conditions districtwide.

Alignment to Actions / Services

Safety: Maintain Comprehensive School Safety Plans, site-specific emergency supplies, CPI and CPR training, and yearly safety training including Active Shooter preparedness.

Recruit and Maintain Highly Qualified Teachers: Mentoring, induction, professional development, new teacher receptions, and substitute coverage for peer observations strengthen teacher effectiveness and retention.
Foster and Homeless Youth: Additional staffing, training, and materials, including for extracurricular participation, ensure equitable learning opportunities.
Expelled Students: Mental health counseling, trauma-informed professional development, and instructional materials support academic and social-emotional needs.

District strategies are sustaining growth, addressing persistent challenges, promoting equity, and ensuring safe, high-quality learning conditions 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.

We used our Educator Effectiveness grant to offset the cost for induction and mentoring support for our new teachers so we did not need to use some of LCAP funds.

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	Safety	Develop and maintain Comprehensive School Safety Plans and community partnerships to address methods for improving the safety of students, staff, and the school community. Funding will be used for, but not limited to: • Comprehensive School Safety Plans and Coordination • Emergency supplies provided based on site-based needs • CPI and CPR training • Yearly safety training, including Active Shooter	$80,000.00	No
3.2	Recruit & Maintain Highly Qualified Teachers	Provide professional support systems, including mentoring, induction, and learning opportunities to maintain highly qualified and highly effective teachers and staff. Funding will be used for, but not limited to: • Contract for induction and mentoring support.	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• New Teacher reception and Professional Development before school with option for returning teachers to attend. • Substitute coverage for reflective coaches/candidates to observe each other and other teachers with administrative approval.		
3.3	Foster and Homeless Youth	Provide a variety of student learning support systems for Foster and Homeless Youth. Funding will be used for, but not limited to: • Additional training and/or staffing for Foster and Homeless Youth Support • Foster Youth Supplies - Materials for both school and home, including extracurricular items (athletics, band/music, drama, etc…).	$25,000.00	Yes
3.4	Expelled Students	Provide for education and rehabilitative services for expelled youth. Funding will be used for, but not limited to: • Access to mental health counseling • Mental health support, including professional development for staff regarding trauma informed practices to support expelled students. • Materials and supplies	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier: Ensure the necessary conditions and services required to support optimum learning opportunities for student success by addressing resource inequities, minimally resulting in a reduction of suspension rates by at least one status level by the end of the 2025-26 school year. Six schools have been identified for receiving Equity Multiplier funding: Greeley Hill, Coulterville High, Spring Hill High, Sierra Home School, County Community and Yosemite Park High School.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Student Achievement & Outcomes Data
Five schools were identified for receiving Equity Multiplier funding: Greeley Hill, Coulterville High, Spring Hill High, County Community and Monarch Academy. In the 2025-26 school years Yosemite Park High School was added. Greeley Hill and Coulterville High are small necessary schools and share the same campus and administrator. Monarch Academy is our County Program for Special Education and is housed at multiple district campuses under one administrator. Spring Hill High is our continuation high school. County Community is our program for expelled youth. They share common needs to improve student attendance and reduce suspension as measured on the CA School Dashboard. Yosemite Park High is a small necessary high school. Due to the small student population of these sites, achievement data in English Language Arts, Math, and English Learner progress is not reportable on the CA School Dashboard. Parents, teachers, other staff, principals, and administrators shared that early literacy, English Language Arts, and Math are priority areas as measured by local metrics. County Community, Coulterville High, Spring Hill High and Yosemite Park High School have specific needs related to secondary course planning. Additionally, they face unique challenges associated with high non-stability rates and low-income students population, including increased administrative tasks for enrollment and counseling needs. Input was gathered through a Resource Inequity tool.

Educational Partner Input
Parents, teachers, other Staff, principals, and administrators shared that early literacy, English Language Arts, and Math are priority areas as measured by local metrics. They also share challenges at inability to fill positions with highly qualified staff. While the LCAP does not address teacher pay, they shared ideas to increase morale and culture, including supports for new teachers. This input resulted in the following action:
* Teaching Quality

Teachers, principals, and other staff recognize the unique challenges and needs of foster youth and students with disabilities, including material needs and social emotional supports. They also expressed additional behavioral challenges associated with non-stability; students not present when routines and expectations are set at the beginning of the year and face challenges associated with moving. They expressed concerns for student safety both in school and while participating in after school programs as well as a need for increased behavior and social-emotional supports. This input resulted in the following action:
* Student Supports & Intervention

Teachers, principals, and other staff also shared challenges associated with increased administrative demands (i.e. enrollment, records requests, etc...) associated with high non-stability rates. As a result the administrator is frequently required to support enrollment, including course planning, and related administrative tasks. This input resulted in the following action:
* School Leadership supports (including support with enrollment and student behavior; and/or staffing and/or programs)

Teachers, principals, and other staff discussed challenges with placing students appropriately in secondary courses. These challenges are heightened because of non-stability effecting partial or incomplete courses, transferring to schools with different graduation requirements, and increasing number of students that are foster or homeless. This input resulted in the following action:
* Secondary Course Planning (including transition planning for post-graduation)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Data Source: Dashboard Action: 4.2	Data Year: 2022-23 A. Greeley Hill Very High: 73.2% A1. Low Income Very High: 72.7% A2. White Very High: 71.4% B. Monarch Academy Very High: 47.7% N/A (due to enrollment size and or status as 9-12 school): Coulterville High, Spring Hill High,	Data Year: 2023-34 A. Greeley Hill High: 60.4% A1. Low Income High: 58.3% A2. White High: 57.6% B. Monarch Academy High: 40.5% C. Sierra Home School	Data Year: 2024-25 A. Greeley Hill Very High: 64.1% A1. Low Income Very High: 71.9% A2. White 64% B. Monarch Academy Very High: 47.5% C. Sierra Home School	Data Year: 2025-26 A. Greeley Hill Decrease to 20.0% or less A1. Low Income Decrease to 20.0% or less A2. White Decrease to 20.0% or less B. Monarch Academy	A. Greeley Hill Decreased 9.1% A1. Low Income Decreased 0.8% A2. White Decreased 7.4% B. Monarch Academy Decreased 0.2% C. Sierra Home School Decreased14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		County Community, Yosemite Park High	No Color- 24.1% N/A (due to enrollment size and or status as 9-12 school): Coulterville High, Spring Hill High, County Community, Yosemite Park High	No Color 9.3% N/A (due to enrollment size, independent study, and or status as 9-12 school): Coulterville High, Spring Hill High, County Community, Yosemite Park High	Decrease to 20.0% or less C. Sierra Home School Maintain 10% or less	
4.2	Suspension Data Source: Action: 4.2	Data Year: 2022-23 A. Greeley Hill Very High: 18.2% A1. Low Income Very High: 19.4 % A2. White Very High: 19.1% B. Monarch Academy Very High: 11.9% B1. Low Income Very High: 14% B2. Students with Disabilities Very High: 11.9% C. Spring Hill High Very High: 19.3%	Data Year: 2023-24 A. Greeley Hill Very High: 23.2% A1. Low Income Very High: 23.5% A2. White Very High: 27.3% B. Monarch Academy High: 8.2% B1. Low Income High: 10% B2. Students with Disabilities High: 8.6% C. Spring Hill High	Data Year: 2024-25 A. Greeley Hill High: 12.2% A1. Low Income High: 15.2% A2. White 11.5% B. Monarch Academy Very High: 9.6% B1. Low Income Very High: 11.9% B2. Students with Disabilities Very High: 10% C. Spring Hill High	Data Year: 2025-26 A. Greeley Hill Decrease to 6.0% or less A1. Low Income Decrease to 6.0% or less A2. White Decrease to 6.0% or less B. Monarch Academy Decrease to 6.0% or less B1. Low Income Decrease to 6.0% or less	A. Greeley Hill Decreased 6% A1. Low Income Decreased 4.2% A2. White Decreased 7.6% B. Monarch Academy Decreased 2.3% B1. Low Income Decreased 2.1% B2. Students with Disabilities Decreased 1.9% C. Spring Hill High Decreased 14.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* No student groups in Red N/A (due to enrollment size): Coulterville High, County Community, and Yosemite Park High	High: 11.1% * No student groups in Red N/A (due to enrollment size): Coulterville High, County Community and Yosemite Park High, Sierra Home School	Low: 4.8% * No student groups in Red N/A (due to enrollment size/ind. study): Coulterville High, County Community and Yosemite Park High, Sierra Home School	B2. Students with Disabilities Decrease to 6.0% or less C. Spring Hill High Decrease to 6.0% or less	
4.3	% of Teachers Appropriately Assigned & Fully Credentialed in Subject Area Data Source: DataQuest -> Staff Assignment Data Actions: 4.3, 4.4	Data Year: 2021-22 A. Greeley 37.0% B. Monarch Academy: 29.8% C. Coulterville High: 36.4% D. Spring Hill High: 37.6% N/A (no data reported on DataQuest): County Community, Yosemite Park High	Data Year: 2022-23 A. Greeley 4.9% B. Monarch Academy: 25.1% C. Coulterville High: 33% D. Spring Hill High: 20.9% E. Sierra Home School: 51.6% N/A (no data reported on DataQuest): County Community, Yosemite Park High	Data Year: 2023-24 A. Greeley 53.2% B. Monarch Academy: 33.2% C. Coulterville High: 0% D. Spring Hill High: 33.2% E. Sierra Home School 35.7% N/A (no data reported on DataQuest): County Community, Yosemite Park High	Data Year: 2024-25 Increase by 5%	A. Greeley Increased 16.2% B. Monarch Academy Increased 3.4% C. Coulterville High Decreased 36.4% D. Spring Hill High Decreased 4.4% E. Sierra Home School Decreased 15.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Facility Inspection Tool (FIT) Inspections Data Source: School Accountability Report Card (SARC)	Data Year: 2023-24 6 of 8 Criteria in Good Repair: Greeley Hill & Coulterville High 7 of 8 Criteria in Good Repair: County Community 8 of 8 Criteria in Good Repair Monarch Academy, Spring Hill and Yosemite Park High N/A (Not Reported): County Community	Data Year: 2024-25 2 out of 8 Criteria in Good Repair: Spring Hill High 5 out 8 Criteria in Good Repair: Greeley Hill & Coulterville High (same campus) 7 out of 8 in Good Repair: County Community 8 out 8 Criteria in Good Repair: Monarch Academy and Yosemite Park High	Data Year: 2025-26 6 out of 8 Good: Greeley Hill Elementary 6 out 8 Fair: Monarch 7 out 8 Good: Coulterville High. County Community, Sierra Home School 7 out 8 Fair: Yosemite Park High School 8 out 8 Good: Spring Hill High School	Data Year: 2026-27 All sites will have 8 of 8 criteria in Good Repair	Decreased from 3 to 1 schools in good repair with 8 out of 8 criteria

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.

To support continued growth, we are prioritizing our Equity Multiplier sites through targeted actions and supports. Counselors and Educational Services staff have participated in professional learning to strengthen their ability to guide academic and transitional planning for secondary students. A monitoring system has been established to track progress, including regular review of key metrics during academic leadership meetings and ongoing reflection at Equity Multiplier sites with staff and family input. Through coaching and collaboration, staff will continue to refine practices and drive improvement. Additionally, support structures such as professional learning communities and

instructional coaching are in place to foster continuous learning and collaboration. This work will continue to evolve through ongoing refinement and support, positioning us to see measurable progress in the years ahead.

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.

We have some unspent funding that was allocated in Goal 4. Although expenditures in this category were lower than budgeted, many of the intended services and supports for academic and transitional planning were still implemented, either at a reduced scale or through alternative funding sources.

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

Effectiveness
The effectiveness of the actions outlined in this goal is mixed, with clear areas of progress alongside ongoing needs for refinement. Suspension rates have decreased across Equity Multiplier sites, reflecting the effectiveness of PBIS supports and staff training. Data dashboards have supported proactive monitoring and response to student behavior trends, enabling site teams to make data-driven decisions.

Areas for Growth / Challenges
Chronic absenteeism remains an area of focus across Equity Multiplier sites, though trends vary by school. One site identified as an Equity Multiplier in the 2022–23 baseline experienced an increase in chronic absenteeism, while another site that no longer qualifies will continue to be closely monitored, as it also experienced an increase. A newly identified Equity Multiplier site demonstrated a decrease in chronic absenteeism. These variations highlight the need for targeted attendance strategies, student engagement initiatives, and family outreach. Staffing variability continues to effect the consistency and effectiveness of interventions, and deeper implementation with additional supports is needed to fully realize intended outcomes. Focused engagement, professional development, and strategic staffing will be critical to improving connectedness and overall student outcomes.

Alignment to Actions / Services

PBIS / Behavioral Supports: Professional development, coaching, and restorative practices to reduce suspensions.
Attendance & Engagement: Strengthened attendance systems, school-to-home communication, family outreach, and incentives at Equity Multiplier sites to address chronic absenteeism and improve student connectedness.
Parent & Community Engagement: Events, councils, workshops, childcare, and materials to engage families at Equity Multiplier sites.
Targeted Supports at Equity Multiplier Sites: Staffing, training, and resources for historically underserved students, including Foster Youth, Homeless, LTEL, and American Indian students.
Continuous Improvement: Dashboards, site-level coaching, PDSA cycles, and professional development to refine implementation and maximize impact at Equity Multiplier sites.
Secondary Course Planning: Staff, training, and programming to support academic and transitional planning for secondary students at Equity Multiplier sites, aligned to college, career, and post-secondary readiness.
Student Supports / Interventions: MTSS-based academic and social-emotional supports, Student Study Teams, Tier 1 PBIS curriculum, attendance incentives, parent engagement events, and campus supervision at Equity Multiplier sites.

School Leadership: Opportunities for administrators to mentor teachers, support instruction, improve culture, and assist with enrollment and family engagement at Equity Multiplier sites.
Teaching Quality: Instructional coaching, Professional Learning Communities, professional development, rigorous materials, effective delivery, maximized instructional time, and supportive working conditions for teachers at Equity Multiplier sites.

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

Based on engagement with staff and students at Equity Multiplier sites, we have identified clear next steps to strengthen school culture, student engagement, and supports for academic and behavioral growth. Across all sites, staff and student input has highlighted ongoing challenges related to engagement, connectedness, and fostering a positive school culture.

To address these needs, the district plans to enhance intervention and student support services through strategic allocation of staffing and resources to meet students' varying needs. Research indicates that students are more likely to engage and succeed academically when they have strong connections to adults and supportive relationships within the school. The additional intervention and support staff will provide targeted academic and behavioral interventions, fostering these connections and helping students build confidence, skills, and a sense of belonging.
Staff will support stability and safety while serving as community liaisons, connecting students and families to local resources and agencies. Research consistently shows that students are more likely to attend and engage in school when they feel safe, supported, and connected to trusted adults. By expanding these supports, Equity Multiplier sites will be better equipped to meet the needs of students, families, and staff, particularly during challenging times.

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	Secondary Course Planning	Academic and transitional planning for secondary students. Funding will be used for, but not limited to: * Staff and/or training and programming to support academic planning	$50,000.00	No
4.2	Student Supports and Intervention	All students are provided with academic and social emotional supports as part of Multi Tiered Systems of Support (MTSS). Funding will be used for, but not limited to:	$191,387.00	No

Action #	Title	Description	Total Funds	Contributing
		• Training for Admin, Counselors, and teacher in best practices for Student Study Teams • Tier 1 PBIS curriculum, materials, and supplies • Attendance incentives • Additional training and/or staffing and events to engage parents and students for improved attendance • Additional training and/or staffing and/or programming to address campus supervision needs.		
4.3	School Leadership	Increase opportunities for school leaders to support classroom instruction, improve school culture, and mentor teachers. Funding will be used for, but not limited to: • Administrative support through staffing and/or training and/or programming for enrollment, welcoming new families, and other tasks related to new students -Administrative general support through training and/or material and/or programming and/or staffing. • Professional development (conferences, mentoring, etc...) • Substitute pay to provide additional instructional coaching from administrators with staff as approved by administration	$100,000.00	No
4.4	Teaching Quality	High quality instruction guaranteed through rigorous materials, instructional delivery, and maximizing of instructional time and providing teachers with a safe and supportive working conditions, meaningful professional learning, and time for collaboration. Funding will be used for, but not limited to: • Instructional Coaching • Professional Learning Communities (including substitute release time) • Professional Development	$50,000.00	No

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
$4,338,211	$0

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
18.684%	4.542%	$1,006,593.94	23.226%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Early Literacy **Need:** Achievement Data • English Learners scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students.	Foundational literacy instruction, with an emphasis on Kindergarten to Grade 3 as part of Multi Tiered Systems of Support (MTSS) will increase academic achievement for Low-Income students and English Learners. English learners and low-income students will have priority access to Early Literacy supports. However, all students will benefit from access to literacy instruction and intervention. Rationale for LEA-wide Basis	• CAASPP Distance from Standard on English Language Arts for English learners, Low-income, & Homeless students • Acadience Early literacy

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
	• Low-income students scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance focus groups expressed a need to increase and improve outcomes in early literacy. **Scope:** LEA-wide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students.	assessments for English Learners
1.2	**Action:** High Quality & Rigorous Instruction **Need:** Achievement Data English Learners scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. Low-income students scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. English Learners scored 108.4 points below	How Action(s) are Designed to Address Need(s) Differentiated instruction, universal design for learning (UDL) and interventions address academic deficiencies for Low-Income students and English Learners. English learners and low-income students demonstrate additional need for for differentiation and Universal Design for learning in order to access content areas and gain full benefit of rigorous instruction. However, all students will benefit from the use of these research based strategies and intervention groups. Rationale for LEA-wide Basis These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students.	• CAASPP Distance from Standard on English Language Arts and Mathematics for English learners, Low-income, & Homeless students • College & Career Readiness: Homeless & Low-income • Percentage of Graduate

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
	standard on the CAASPP Mathematics as compared to 68.9 points below standard for all students. Low-income students scored 82.3 points below standard on the CAASPP Mathematics as compared to 68.9 points below standard for all students. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance English Learner and Students with Disabilities focus groups expressed a need to increase and improve academic outcomes in ELA & Math. **Scope:** LEA-wide		completing A-G requirements: Homeless & Low-income • Percentage of Graduates that Complete CTE Pathway: Homeless & Low-income
1.5	**Action:** Intervention & Credit Recovery **Need:** Achievement Data English Learners scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. Low-income students scored 101.1 points	Intervention in core content areas for all students (K-8) and credit recovery opportunities for students in Grades 9-12 specifically address academic deficiencies for Low-Income students and English Learners. Low-income students and English learners will have priority access to intervention and credit recovery opportunities. Rationale for LEA-wide Basis These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall	• CAASPP Distance from Standard on English Language Arts and Mathematics for English learners, Low-income, & Homeless 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
	below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. English Learners scored 108.4 points below standard on the CAASPP Mathematics as compared to 68.9 points below standard for all students. Low-income students scored 82.3 points below standard on the CAASPP Mathematics as compared to 68.9 points below standard for all students. Graduation Rate • Homeless: 87.1% • Low Income: 90.5% Educational Partner Input • Input from Educational Partners, including Parents, teachers and administrators (in-person meetings, empathy interviews, and surveys) and Differentiated Assistance English Learner focus groups expressed a need to increase and improve academic outcomes in ELA, Math, and graduation. **Scope:** LEA-wide	academic outcomes Low Income and English Learners students; however, all students will benefit from the use of these research based strategies provided through intervention and credit recovery.	• Graduation Rate: Low-income, & Homeless students
1.6	**Action:** Continuous Improvement **Need:**	Technical assistance, including Differentiated Assistance and Comprehensive School Improvement, using Improvement Science will support school sites with analyzing and	Chronic Absenteeism - American Indian, English Learners, Hispanic

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
	Data from the 22/23 school year requires MCUSD to receive Diffferentiated Assistance as follows: • Chronic Absenteeism - American Indian, English Learners, Hispanic • Suspension - American Indian, English Learners, Hispanic, Students with Disabilities • ELA & Math - English Learners & Students with Disabilities **Scope:** LEA-wide	responding to student data disaggregated to monitor English Learner academic progress and academic outcomes. English Learners, low income and foster youth specifically benefit from data monitoring, communication of outcomes at site and district level, as well as coordination of services to prioritize outcomes for these student groups. All schools benefit from using improvement science tools to improve student outcomes.	Suspension - American Indian, English Learners, Hispanic, Students with Disabilities ELA & Math - English Learners & Students with Disabilities
2.1	**Action:** Engage Educational Partners **Need:** Goal 2 Actions 1-5 collectively aim to improve Engagement Data Suspension rates for Low-Income students is 9.6% and Homeless students is 15.3% as compared to 7.7% for all students. Chronic Absenteeism rates for Low Income students is 48.7% and Foster Youth is 50.0%, which are both higher than the rate for all students at 43.5%. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated	These actions will create an opportunity to significantly increase attendance rates and reduce suspension for low-income students, English Learners, foster, and homeless students. English Learners, Foster, and Low-Income students are priorities for provision of services (emphasizing increasing student and family engagement). However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	• Suspension Rates for English Learners, Foster Youth, Low Income, and Homeless • Chronic Absenteeism Rates for English Learners, Foster Youth, Low Income, and Homeless

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
	Assistance focus groups expressed a need to increase and improve coordination of programs inform and include parents of school and district level activities and increase opportunities to engage foster youth, low-income and English learner students. **Scope:** LEA-wide		
2.2	**Action:** Multi-Tiered System of Supports - Social-Emotional **Need:** Goal 2 Actions 1-5 collectively aim to improve Engagement Data Suspension rates for Low-Income students is 9.6% and Homeless students is 15.3% as compared to 7.7% for all students. Chronic Absenteeism rates for Low Income students is 48.7% and Foster Youth is 50.0%, which are both higher than the rate for all students at 43.5%. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance focus groups expressed a	These actions will create an opportunity to significantly increase attendance rates and reduce suspension for low-income students, English Learners, foster, and homeless students. English Learners, Foster, and Low-Income students are priorities for provision of services (emphasizing increasing student and family engagement). However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	• Suspension Rates for English Learners, Foster Youth, Low Income, and Homeless • Chronic Absenteeism Rates for English Learners, Foster Youth, Low Income, and Homeless

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need to increase and improve coordination of programs inform and include parents of school and district level activities and increase opportunities to engage foster youth, low-income and English learner students. **Scope:** LEA-wide		
2.3	**Action:** Enrichment & Extracurricular Opportunities **Need:** Goal 2 Actions 1-5 collectively aim to improve Engagement Data Suspension rates for Low-Income students is 9.6% and Homeless students is 15.3% as compared to 7.7% for all students. Chronic Absenteeism rates for Low Income students is 48.7% and Foster Youth is 50.0%, which are both higher than the rate for all students at 43.5%. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance focus groups expressed a need to increase and improve coordination of programs inform and	These actions will create an opportunity to significantly increase attendance rates and reduce suspension for low-income students, English Learners, foster, and homeless students. English Learners, Foster, and Low-Income students are priorities for provision of services (emphasizing increasing student and family engagement). However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	• Suspension Rates for English Learners, Foster Youth, Low Income, and Homeless • Chronic Absenteeism Rates for English Learners, Foster Youth, Low Income, and Homeless

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
	include parents of school and district level activities and increase opportunities to engage foster youth, low-income and English learner students. **Scope:** LEA-wide		
2.4	**Action:** Attendance **Need:** Goal 2 Actions 1-5 collectively aim to improve Engagement Data Suspension rates for Low-Income students is 9.6% and Homeless students is 15.3% as compared to 7.7% for all students. Chronic Absenteeism rates for Low Income students is 48.7% and Foster Youth is 50.0%, which are both higher than the rate for all students at 43.5%. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance focus groups expressed a need to increase and improve coordination of programs inform and include parents of school and district level activities and inrcease	These actions will create an opportunity to significantly increase attendance rates and reduce suspension for low-income students, English Learners, foster, and homeless students. English Learners, Foster, and Low-Income students are priorities for provision of services (emphasizing increasing student and family engagement). However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	• Suspension Rates for English Learners, Foster Youth, Low Income, and Homeless • Chronic Absenteeism Rates for English Learners, Foster Youth, Low Income, and Homeless

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
	opportunities to engage foster youth, low-income and English learner students. **Scope:** LEA-wide		
3.2	**Action:** Recruit & Maintain Highly Qualified Teachers **Need:** Achievement Data English Learners scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. Low-income students scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. English Learners scored 108.4 points below standard on the CAASPP Mathematics as compared to 68.9 points below standard for all students. Low-income students scored 82.3 points below standard on the CAASPP Mathematics as compared to 68.9 points below standard for all students. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers	Provide professional support systems, including mentoring, induction, and learning opportunities to maintain highly qualified and highly effective teachers and staff so they can provide differentiated instruction, universal design for learning (UDL) and interventions address academic deficiencies for Low-Income students and English Learners. English learners and low-income students demonstrate additional need for for differentiation and Universal Design for learning in order to access content areas and gain full benefit of rigorous instruction. However, all students will benefit from the use of these research based strategies and intervention groups. Rationale for LEA-wide Basis These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students.	• CAASPP Distance from Standard on English Language Arts and Mathematics for English learners, Low-income, & Homeless students • College & Career Readiness: Homeless & Low-income • Percentage of Graduate completing A-G requirements: Homeless & Low-income • Percentage of Graduates that Complete CTE Pathway: Homeless & Low-income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance English Learner and Students with Disabilities focus groups expressed a need to increase and improve academic outcomes in ELA & Math. **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
1.3	**Action:** English Learners **Need:** Achievement Data English Learners scored 101.1 points below standard on the CAASPP English Language Arts as compared to 43.6 points below standard for all students. English Learners scored 108.4 points below standard on the CAASPP Mathematics as compared to 68.9 points below standard for all	Provide English Learners (EL) and Long-Term English Learners (LTEL) receive high-quality instruction in the English Language Development (ELD) Standards through both integrated and designated ELD and instruction is differentiated to monitoring data, including ELPAC and interim measures.	• CAASPP Distance from Standard on English Language Arts and Mathematics for English learners • English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students. Educational Partner Input • Input from Educational Partners, including Parents during PAC and LCAP Advisory sessions, teachers and administrators (in-person meetings, empathy interviews, and surveys), and Differentiated Assistance English Learner focus groups expressed to increase and improve academic outcomes in ELA & Math, improve English Learner proficient rates, and increase access to course content. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Foster and Homeless Youth **Need:** Engagement Data Suspension rates for Low-Income students is 9.6% and Foster and Homeless Youth is 16.4% as compared to 7.7% for all students. Chronic Absenteeism rates for Low Income students is 48.7% and Foster and Homeless Youth is 50.0%, which are both higher than the rate for all students at 43.5%. Educational Partner Input Staff (Teachers and Other) and Admin express a need for increasing social emotional	These actions will create an opportunity to significantly increase attendance rates and reduce suspension for Foster and Homeless Youth.	• Chronic Absenteeism for Foster and Homeless Youth • Suspension Rate for Foster and Homeless Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supports and direct assistance with challenging behaviors consistent with students experiencing trauma. **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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	23,219,262	4,338,211	18.684%	4.542%	23.226%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,625,170.00	$391,387.00	$0.00	$0.00	$7,016,557.00	$4,289,896.00	$2,726,661.00

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	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$653,133.00	$250,912.00	$904,045.00				$904,045.00	0.00
1	1.2	High Quality & Rigorous Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$673,437.00	$506,059.00	$1,179,496.00				$1,179,496.00	0.00
1	1.3	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	annually over 3 years	$0.00	$50,000.00	$50,000.00				$50,000.00	0.00
1	1.4	Students with Disabilities	Students with Disabilities	No			All Schools	annually over 3 years	$172,825.00	$100,000.00	$272,825.00				$272,825.00	
1	1.5	Intervention & Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$1,133,413.00	$200,000.00	$1,333,413.00				$1,333,413.00	0.00
1	1.6	Continuous Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$5,000.00	$200,000.00	$205,000.00				$205,000.00	0.00
2	2.1	Engage Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$0.00	$50,000.00	$50,000.00				$50,000.00	0.00
2	2.2	Multi-Tiered System of Supports - Social-Emotional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$1,457,891.00	$600,000.00	$2,057,891.00				$2,057,891.00	0.00
2	2.3	Enrichment & Extracurricular Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	annually over 3 years	$2,500.00	$150,000.00	$152,500.00				$152,500.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$0.00	$50,000.00	$50,000.00				$50,000.00	0.00
3	3.1	Safety	All All students	No			All Schools	annually over 3 years	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.2	Recruit & Maintain Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually over 3 years	$40,000.00	$220,000.00	$260,000.00				$260,000.00	0.00
3	3.3	Foster and Homeless Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	annually over 3 years	$0.00	$25,000.00	$25,000.00				$25,000.00	0.00
3	3.4	Expelled Students	All	No			All Schools	annually over 3 years	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.1	Secondary Course Planning	All	No			Specific Schools: Coultervill e High, Spring Hill High, County Communit y, Yosemite Park High 9-12	annually over 3 years	$0.00	$50,000.00		$50,000.00			$50,000.00	
4	4.2	Student Supports and Intervention	All	No			Specific Schools: Greeley Hill, Coultervill e High, Spring Hill High, County Communit y, Sierra Home School, Yosemite Park High School and Monarch Academy.	annually over 3 years	$151,697.00	$39,690.00		$191,387.00			$191,387.00	
4	4.3	School Leadership	All	No			All Schools Specific Schools:	annually over 3 years	$0.00	$100,000.00		$100,000.00			$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Greeley Hill, Coultervill e High, Spring Hill High, County Communit y, Sierra Home School, Yosemite Park High School and Monarch Academy.									
4	**4.4**	Teaching Quality	All	No			All Schools Specific Schools: Greeley Hill, Coultervill e High, Spring Hill High, County Communit y, Sierra Home School, Yosemite Park High and Monarch Academy.	annually over 3 years	$0.00	$50,000.00		$50,000.00			$50,000.00	

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
23,219,262	4,338,211	18.684%	4.542%	23.226%	$6,267,345.00	0.000%	26.992 %	**Total:**	$6,267,345.00
								LEA-wide Total:	$6,192,345.00
								Limited Total:	$75,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$904,045.00	0.00
1	**1.2**	High Quality & Rigorous Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,179,496.00	0.00
1	**1.3**	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	0.00
1	**1.5**	Intervention & Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,333,413.00	0.00
1	**1.6**	Continuous Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,000.00	0.00
2	**2.1**	Engage Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0.00
2	**2.2**	Multi-Tiered System of Supports - Social-Emotional	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,057,891.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.3**	Enrichment & Extracurricular Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,500.00	0.00
2	**2.4**	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0.00
3	**3.2**	Recruit & Maintain Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	0.00
3	**3.3**	Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$25,000.00	0.00

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,904,291.83	$5,179,072.00

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**	Early Literacy	Yes	$2,111,723.00	976,715
1	**1.2**	High Quality & Rigorous Instruction	Yes	$1,296,059.83	859,936
1	**1.3**	English Learners	Yes	$100,000.00	2,351
1	**1.4**	Students with Disabilities	No	$300,000.00	186,763
1	**1.5**	Intervention & Credit Recovery	Yes	$1,808,834.00	861,234
1	**1.6**	Continuous Improvement	Yes	$150,000.00	246,151
2	**2.1**	Engage Educational Partners	Yes	$100,000.00	80,497
2	**2.2**	Multi-Tiered System of Supports - Social-Emotional	Yes	$1,950,000.00	1,563,962
2	**2.3**	Enrichment & Extracurricular Opportunities	Yes	$400,000.00	171,141
2	**2.4**	Attendance	Yes	$130,000.00	16,497
3	**3.1**	Safety	No	$150,000.00	69,014

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Recruit & Maintain Highly Qualified Teachers	Yes	$100,000.00	22,146
3	3.3	Foster and Homeless Youth	Yes	$40,000.00	21,379
3	3.4	Expelled Students	No	$15,000.00	1,000
4	4.1	Secondary Course Planning	No	$50,000.00	0
4	4.2	Student Supports and Intervention	No	$50,000.00	3,891
4	4.3	School Leadership	No	$100,000.00	91,625
4	4.4	Teaching Quality	No	$52,675.00	4,770

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)
4,471,817	$7,669,272.83	$4,496,898.00	$3,172,374.83	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Early Literacy	Yes	$1,806,455.00	688,838	0.00%	0.00%
1	1.2	High Quality & Rigorous Instruction	Yes	$1,296,059.83	859,936	0.00%	0.00%
1	1.3	English Learners	Yes	$100,000.00	2,351	0.00%	0.00%
1	1.5	Intervention & Credit Recovery	Yes	$1,596,758.00	824,000	0.00%	0.00%
1	1.6	Continuous Improvement	Yes	$150,000.00	246,151	0.00%	0.00%
2	2.1	Engage Educational Partners	Yes	$100,000.00	80,497	0.00%	0.00%
2	2.2	Multi-Tiered System of Supports - Social-Emotional	Yes	$1,950,000.00	1,563,962	0.00%	0.00%
2	2.3	Enrichment & Extracurricular Opportunities	Yes	$400,000.00	171,141	0.00%	0.00%
2	2.4	Attendance	Yes	$130,000.00	16,497	0.00%	0.00%
3	3.2	Recruit & Maintain Highly Qualified Teachers	Yes	$100,000.00	22,146	0.00%	0.00%
3	3.3	Foster and Homeless Youth	Yes	$40,000.00	21,379	0.00%	0.00%

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)
22,162,727	4,471,817	4.655	24.832%	$4,496,898.00	0.000%	20.290%	$1,006,593.94	4.542%

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 32627(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 32627(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