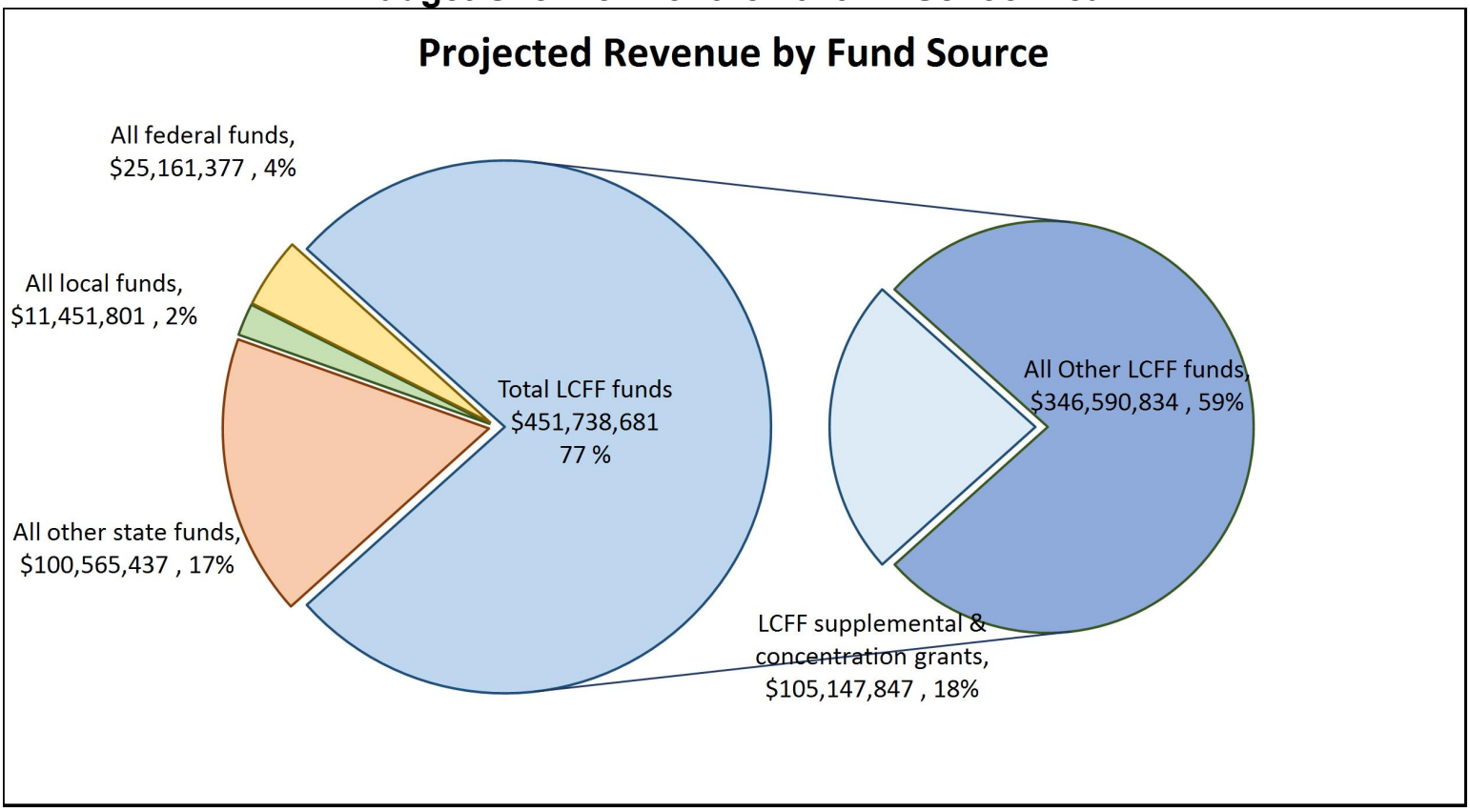
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Modesto City Schools
CDS Code: 50 40717 0000000
School Year: 2026-27
LEA contact information:
Brad Goudeau
Deputy Superintendent
Goudeau.B@monet.k12.ca.us
209 492-1454

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

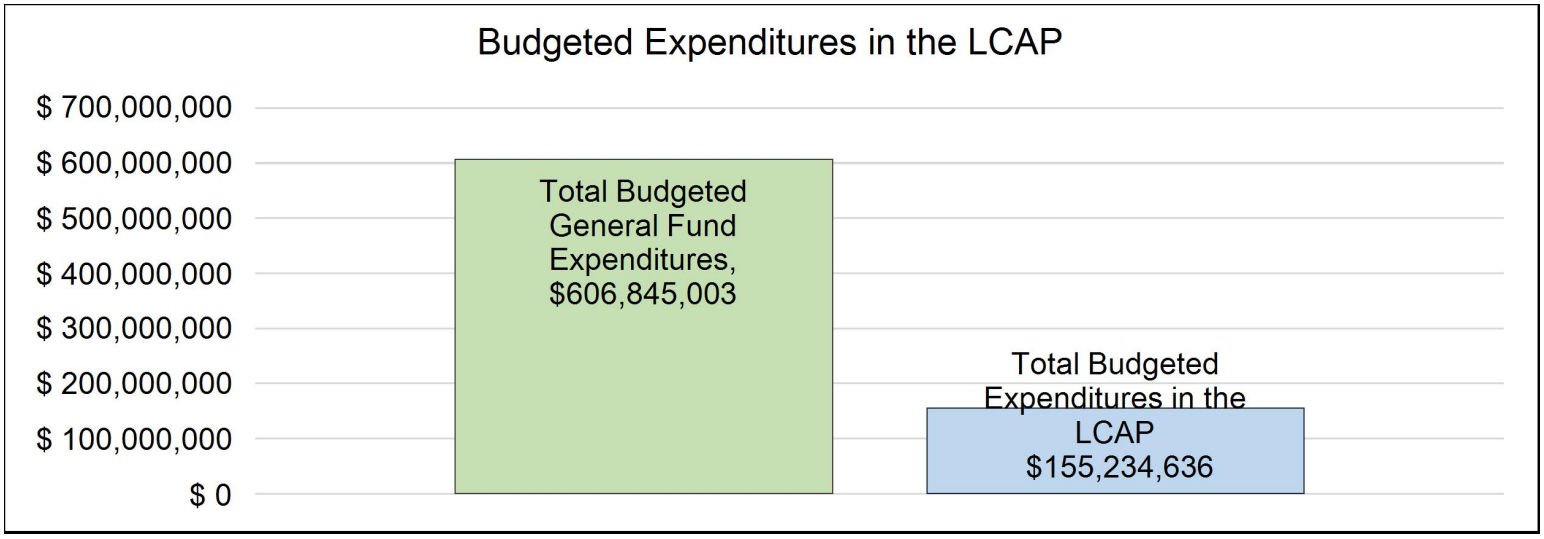


This chart shows the total general purpose revenue Modesto City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Modesto City Schools is $588,917,296, of which $451,738,681 is Local Control Funding Formula (LCFF), $100,565,437 is other state funds, $11,451,801 is local funds, and $25,161,377 is federal funds. Of the $451,738,681 in LCFF Funds, $105,147,847 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 Modesto City Schools 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: Modesto City Schools plans to spend $606,845,003 for the 2026-27 school year. Of that amount, $155,234,636 is tied to actions/services in the LCAP and $451,610,367 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

District expenses existing prior to the LCAP process have been identified as base services, those expenses have not been recorded directly related to an LCAP goal.

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

In 2026-27, Modesto City Schools is projecting it will receive $105,147,847 based on the enrollment of foster youth, English learner, and low-income students. Modesto City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Modesto City Schools plans to spend $99,967,570 towards meeting this requirement, as described in the LCAP.

In addition to the projected revenue from LCFF supplemental and concentration grants for 2026–27, the district is leveraging resources to expand tutoring and intervention services for high-needs students. These resources are being strategically allocated to provide extended learning time, targeted academic support, and social-emotional interventions beyond the regular school day.

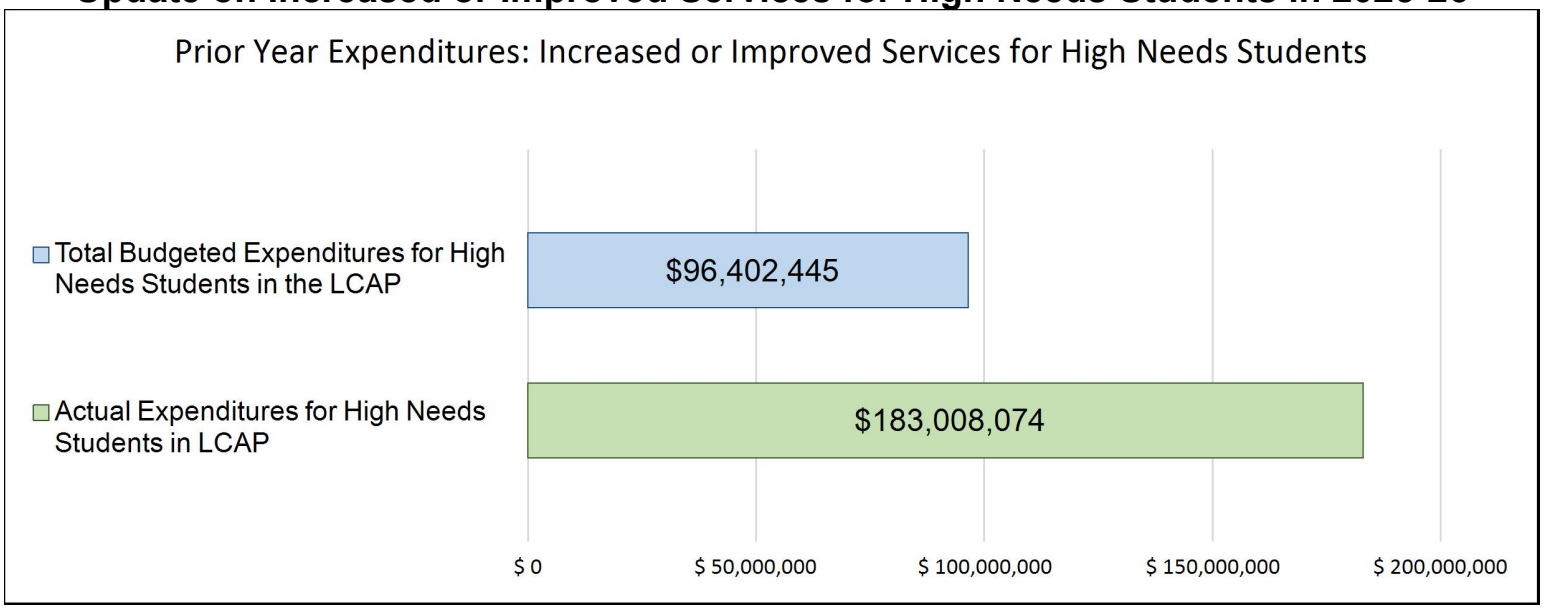
To meet its requirement to improve services for high-needs students, the LEA is implementing several key actions:

- Expanded Tutoring Programs: Offering before- and after-school tutoring in core academic areas, with a focus on English learners, foster youth, and students from low-income households.
- Summer Learning Opportunities: Providing summer bridge programs and academic programs to mitigate learning loss and accelerate progress.
- Data-Driven Interventions: Utilizing assessment data to identify students in need of support and tailor interventions accordingly.

These actions reflect the district’s commitment to using all available resources to close achievement gaps and ensure equitable outcomes for its most vulnerable students.

LCFF Budget Overview for Parents

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



This chart compares what Modesto City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Modesto City Schools 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, Modesto City Schools's LCAP budgeted $96,402,445 for planned actions to increase or improve services for high needs students. Modesto City Schools actually spent $183,008,074 for actions to increase or improve services for high needs students in 2025-26.

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
Modesto City Schools	Brad Goudeau Deputy Superintendent	Goudeau.B@monet.k12.ca.us 209 492-1454

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.

Modesto City Schools (MCS) serves as a cornerstone of our community, with a proud legacy dating back to 1871. Our district consists of both an elementary district (transitional kindergarten through 8th grade) and a high school district (9th through 12th grade), unified under a single Board of Education and administration. We educate approximately 29,500 students across 34 school campuses, which include 21 elementary schools (TK-6), one TK-8 school, four junior high schools (7-8), seven high schools (9-12), and a comprehensive alternative education program featuring a continuation high school.

LCFF Equity Multiplier
In alignment with the California Department of Education's funding initiatives, Robert Elliott Education Center and Orville Wright Elementary School qualify for LCFF Equity Multiplier funding. These funds are specifically utilized to implement evidence-based services and supports for student groups at these sites to improve academic outcomes and engagement.

Student Demographics:
Based on recent 2025-26 data, the district continues to serve a high-need population:

- Elementary District (TK-8): Approximately 83.2% of students are socioeconomically disadvantaged, 24.6% are English Learners, and 14.3% are students with disabilities.

- High School District (9-12): Comprises 71.5% socioeconomically disadvantaged students, 16.2% English Learners, and 11.8% students with disabilities.

Our student population is remarkably diverse. Hispanic students remain the largest ethnic group (approximately 76.5%), followed by White, Asian, and students of two or more races. We remain committed to supporting our most vulnerable populations; currently, 1.2% of our students are identified as experiencing homelessness, and 0.45% are classified as foster youth.

As a multi-district SELPA (Special Education Local Plan Area), we provide a full spectrum of services to approximately 3,800 students with individualized education programs (IEPs), with a growing focus on inclusionary practices at their home school sites.

Facilities and Infrastructure
Modesto City Schools' infrastructure remains a priority as we manage facilities with an average age of 64 years. However, thanks to the continued support of our community through bond measures, several major modernization projects are underway for the 2026-27 cycle:

Modesto High School: Phase 1 of the major campus transformation, including new classroom buildings, is slated for student occupancy in late 2026.

Elementary/Junior High Upgrades: Several campuses are replacing aging portables with permanent, modern cafeterias and multipurpose rooms to ensure safe environments during extreme weather.

Athletic Complexes: New aquatic facilities and field upgrades at Davis and Gregori High Schools are scheduled for completion in 2026.

Our Board of Education has established five core Strategic Goals for 2024-2027 that serve as the foundation for this LCAP. These goals focus on:

1. Academic Achievement & Equitable Access: Ensuring rigorous instruction and increasing college/career readiness.

2. Professional Development: Empowering staff through data-driven and equity-focused training.

3. Safe & Welcoming Environments: Prioritizing communication and inclusive school cultures.

4. Fiscal Responsibility: Investing in infrastructure and maintaining a sustainable budget.

5. Human Relations: Recruit, hire, train, and retain high-quality staff.

Individual School Plans for Student Achievement (SPSA) are fully integrated with these LCAP goals, ensuring site-level budgets are strategically aligned to meet the specific needs of the students.

Modesto City Schools articulates a clear vision, mission, and values.

Our Vision: Every student graduates with the skills, knowledge, and character traits essential to thrive and contribute to society.

Our Mission: We provide rigorous, relevant, and diverse educational programs that engage and motivate all students to reach their individual potential by:

- Providing a safe and welcoming learning environment.
- Ensuring all students have access to the highest quality instruction and learning conditions, and graduate, college and career-ready.
- Creating a culture of high expectations for all students and employees.
- Supporting our staff in making data-driven decisions that are in the best interest of students.
- Encouraging trust through open, honest, and ongoing communication across all members of our school community.

Our Values:

We Believe:

- Every student deserves our best. We believe in them, and every interaction matters.
- Building positive, trust-based relationships with families, staff, and the community helps us to educate all children.
- Continuous learning and character development are critical to success among students and staff.

Reflections: Annual Performance

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

PERFORMANCE REFLECTIONS (2026-27):

Over the past two years (2024-2026), Modesto City Schools (MCS) has realized a transformative shift in both academic outcomes and organizational culture. Our internal Modesto Student Analytics data dashboards and the California School Dashboard confirm that our intentional design—moving away from "chance" and toward a "guaranteed instructional program"—is yielding measurable gains.

The Instructional Core - Progress by Design:

The Instructional Core remains the engine of our academic improvement. The district has moved beyond initial implementation into a cycle of refinement across four key areas:

1. Supporting All Learners: We have expanded co-teaching models to all comprehensive high schools and four junior high schools. Data from 2025-26 indicates that students in co-taught math sections outpaced their peers in interim assessment growth by 4.2%.

2. Board-adopted Curriculum: We completed the full K-8 rollout of science-of-reading-aligned materials. As of 2025, 37.2% of students met or exceeded ELA standards, the highest level since 2015.

3. Language and Literacy: Through the "Science of Reading" initiative, over 85% of K-6 teachers have completed LETRS training, directly contributing to a 2.5% increase in 3rd-grade reading fluency over the last year.

4. Professional Learning Communities (PLCs): PLCs have matured into data-responsive hubs. By using live, dynamic dashboards, PLC teams now identify "non-mastery" students within 48 hours of formative assessments, enabling immediate "Tier 2" intervention.

Frameworks for Success – Culture & Readiness
Closing the gap between where students are and where they aspire to be requires more than academic intervention—it demands a coherent, district-wide culture of belonging, purpose, and preparation. Modesto City Schools has scaled three interconnected frameworks that together form a roadmap from enrollment to post-secondary success.

MAP YOUR MISSION: From Diploma to Destination
Map Your Mission represents our belief that every student can succeed in college and career and this belief is actualized through educational programming that directly supports college and career readiness. A diploma is only as powerful as what it opens. The Map Your Mission framework reframes the high school experience as a launch pad for post-secondary life, not merely a credential to obtain. Implemented district-wide and powered by the SchooLinks platform, this initiative invites students from elementary through high school to explore their interests, map them to career pathways, and build academic plans that connect daily decisions to long-term goals.

MCS's 92.9% graduation rate stands as a testament to what is possible when students have clarity of purpose. But Map Your Mission demands that we go further. A diploma alone is no longer sufficient in a competitive economy. Our next horizon is to increase the proportion of students who graduate as "Prepared" on California's College/Career Indicator (CCI)—a rigorous, multi-pathway standard that affirms that a graduate is genuinely ready for what comes next.

Our current A-G completion rate of 37.6% reflects both the scale of the opportunity and the urgency of our commitment. MCS is actively expanding access to the full spectrum of CCI-qualifying pathways—including CTE Pathway Completion, Dual Enrollment, Advanced Placement, JROTC, the State Seal of Biliteracy, and Work-Based Learning for students with IEPs—ensuring that every student has a meaningful and attainable route to "Prepared" status.

To earn a "Prepared" designation on the CCI, a student must earn a diploma and meet at least one of eight rigorous criteria:

- A-G Completion plus CTE Pathway, SBA Level 3/2, college coursework, or an AP/IB score of 3+/4+
- Academic Excellence: SBA Level 3+ in both ELA and Math
- College Credit: Two semesters (or three quarters) of college coursework (C- or higher)
- Advanced Testing: Scores of 3+ on two AP Exams or 4+ on two IB Exams
- CTE Pathway Completion (including a capstone course)
- Leadership: Completion of two years of JROTC
- State Seal of Biliteracy
- Work-Based Learning (for students with IEPs)

Map Your Mission is how MCS ensures that every student—regardless of background or zip code—can identify and walk one of these pathways with intention and support.

BE THE CHANGE: Building the Conditions for Learning
Academic achievement is not possible without the psychological safety and sense of belonging that make school worth attending. The Be the Change framework serves as MCS's cultural foundation, embedding equity and social-emotional well-being into every layer of our Student Support Services. Be the Change encompasses the mindsets and behaviors of adults and students that produce positive and productive environments.

The results are measurable. Chronic absenteeism—one of the strongest predictors of disengagement and dropout—declined steadily over three years following full implementation, falling from pandemic-era highs to approximately 18–20% district-wide by 2025, approaching the state average. More significantly, the culture of care, trust, and accountability cultivated through Be the Change was a critical contributing factor in MCS achieving a historic 92.9% graduation rate in 2025. When students feel seen, supported, and connected, they show up—and they stay.

THE INSTRUCTIONAL CORE: Closing the Gap with Precision
The belief that "all means all" is not rhetorical—it is a framework for instructional decision-making. The Instructional Core remains MCS's primary engine for closing achievement gaps through high-quality, culturally responsive teaching aligned to grade-level standards. Instructional Core offers clarity of expectations and guidelines for teaching and learning.

The data affirms that this commitment is working. Hispanic students—our largest student group—demonstrated above-average academic growth in the most recent state reporting cycle, gaining +2.0 points in Math and +2.1 points in ELA. These gains reflect not only effective classroom instruction but the cumulative impact of a district culture in which equity is operationalized, not merely aspired to.

Together, these three frameworks are not separate initiatives—they are a unified theory of student success: culture creates conditions (Be the Change), purpose drives engagement (Map Your Mission), and rigorous instruction builds capability (The Instructional Core). MCS is committed to deepening each with fidelity, urgency, and accountability.

DATA-DRIVEN HIGHLIGHTS (2024-2026)

Analysis of the most recent 2025-26 state and local data reveals a positive trajectory:

Indicator Trend (2024 to 2026) Data Source
Graduation Rate (All Students 92.9% (Up from 87% in 2021) CDE
ELA Proficiency 37.2% (3-year consecutive growth) CAASPP
Math Proficiency 23.3% (3-year consecutive growth) CAASPP
English Learner Progress +3.3 points toward proficiency ELPAC
Seal of Biliteracy 12% increase in recipients Internal Data

Areas for Continued Growth
Despite these gains, two primary challenges remain for the 2026-27 LCAP cycle:

Mathematics Achievement: While growing, math proficiency (23.3%) remains a critical focus. The Math Taskforce is currently evaluating the 7-12 curriculum to mirror the success of the TK-6 Swun Math implementation.

College Readiness: Bridging the gap between "graduating" and "college ready." "Map Your Mission" will focus on A-G course access for socioeconomically disadvantaged students to ensure our high graduation rates translate into high university eligibility and career readiness.

Schools within the district have placed a heightened emphasis on providing opportunities for remediation and additional support. Specifically, new programs and interventions have been implemented to support our unduplicated students. While progress has been evident, the District remains committed to the continuous monitoring of data and providing targeted Professional Development to enhance our efforts further. This ongoing commitment aims to build upon our positive trajectory.

The district remains committed to amplifying the community voice for enrichment, particularly focusing on supporting socioeconomically disadvantaged students who may have limited access to enrichment opportunities at home. Here are some of the initiatives and programs that have been implemented:

- Increased student participation in visual and performing arts programs
- Exposure to performing arts for every student in 1st, 2nd, 5th, and 8th grades
- Expansion of after-school programs
- Offering Outdoor Science Camp to every sixth-grade student
- Providing Career Technical Education opportunities for high school students to explore various career paths
- Expansion and creation of before and after-school enrichment activities for grades TK-12

The community has demonstrated increased engagement with our schools as more opportunities for participation have become available. Some examples of these initiatives include:

- College presentations
- Family Math Nights
- Round-up events at both high school and elementary levels
- Programs such as Parent Ambassadors and Parents Making a Difference
- Parent meetings focusing on transitioning to the next grade level

Through the LCAP, additional staff and resources continue to be supported to strengthen the partnership between schools and parents, enhancing the overall educational experience for our students.

Modesto City Schools remains committed to tackling equity issues, a steadfast focus for the Educational Services (ES), Student Support Services (SSS), and the Curriculum Instruction and Professional Development (CIPD) offices. These offices are dedicated to delivering professional development through evidence-based programs and practices, ensuring that school sites are actively confronting disparities among student groups. In recent years, educators have engaged in enlightening sessions led by esteemed speakers such as Dr. Pedro Noguera, Dr. Doug Reeves, and Dr. Nancy Dome. These presentations centered on fostering a supportive culture that champions equity, particularly for English Learners, students with disabilities, and minority students.

Effective use of technology to enhance lessons, deepen student understanding, and connect concepts is a focus at all grade levels and all sites. Research supports that the effective use of technology can have the greatest impact on struggling students by providing embedded scaffolding and connecting lessons to real-world experiences. Providing ongoing professional development is required to ensure that technology is used effectively as a teaching tool, with the teachers making decisions on its integration for effective lesson design. Professional development during the school year is challenging when it requires substitutes (availability) as well as pulling teachers from their classrooms. The CIPD department and the IETS department will continue to work with teachers on integrating technology as part of the overall focus to increase student performance.

Ongoing professional development maintains a focus on effective English Language Development (ELD) instruction. All K-6 teachers are consistently receiving training on the language arts curriculum, specifically integrated and designated ELD instruction. Additionally, teachers are undergoing LETRS training, delving into the science of reading to enhance their understanding of effective reading instruction.

A Math Taskforce has been convened to pinpoint areas requiring the most attention and propose strategies to enhance students' math proficiency. To standardize math instruction and offer teacher support, the Swun math curriculum has been adopted for TK-6, with a strong emphasis on providing coaching to educators. At the 7th-12th-grade levels, focused strategies have been implemented along with the strategic placement of students to enhance student learning and achievement. Co-teaching, two teachers in a classroom working to improve the performance of the identified students, has been implemented at all of the comprehensive high schools and is being piloted at two junior high schools.

Engaging parents continues to be a District goal as more of our students have significant social-emotional needs that impact educational success. Before the pandemic, attendance at Open House, Back-to-School Night, Round-up, and parent conferences showed an increase. However, with the closure of school campuses and the move to distance learning, many sites saw parent engagement decline as parents struggled to connect virtually. With the return to in-person learning, sites are focused on how to engage parents in the educational process. We recognize that parent involvement has a positive impact on student success. Therefore, the District continues to provide support and resources in this area.

LOWEST PERFORMING SCHOOLS AND STUDENT GROUPS

The 2023 California Dashboard indicated the following schools received the lowest performance level/color on one or more state indicators:

ELEMENTARY DISTRICT (TK-8):

- Beard Elementary (Suspension Rate)
- Bret Harte Elementary (ELA)
- Burbank Elementary (ELA)
- El Vista Elementary (Suspension Rate)
- Fairview Elementary (ELA)
- Franklin Elementary (ELA, Math, EL Progress)
- Garrison Elementary (Math)
- Kirschen Elementary (ELA)

- Lakewood Elementary (ELA)
- Marshall Elementary (ELA, Math)
- Martone Elementary (ELPI)
- Robertson Road Elementary (ELPI)
- Sonoma Elementary (Suspension Rate)
- Tuolumne Elementary (ELA, Math, Suspension Rate)
- Wilson Elementary (Math)
- Orville Wright Elementary (Math, Suspension Rate)
- Evelyn Hanshaw Middle School (Suspension Rate)
- La Loma Junior High (Math, Suspension Rate)

HIGH SCHOOL DISTRICT (9-12):
- Grace Davis High School (ELA)
- Thomas Downey High School (EL Progress)
- Robert Elliott Education Center (College & Career Readiness)
- Peter Johansen High School (Math)

While the 2024 and 2025 California Dashboards showed improved performance for the above schools, these schools will remain a focus throughout the 2024-2027 LCAP cycle.

The 2023 California Dashboard indicated the following district-level student groups received the lowest performance level/color on one or more of the state indicators (see 2023 Dashboard Results for LCAP - Lowest Performance Level Breakdown attachment for student groups at individual schools) :

ELEMENTARY DISTRICT (TK-8):

ELA Student Groups:
- Very Low/Red - African American, English Learners, Foster Youth, Hispanic, Homeless, Socio-economically Disadvantaged, and Students with Disabilities

Math Student Groups:
- Very Low/Red – English Learners, Homeless, and Students with Disabilities

Suspension Student Groups:
- Very High/Red – African American, Foster Youth, Homeless, and Pacific Islander

HIGH SCHOOL DISTRICT (9-12):

Suspension Student Groups:

- Very High/Red – African American, Homeless, and Students with Disabilities

Graduation Rate Student Group:

- Very Low/Red – Students with Disabilities

College & Career Readiness Student Groups:

- Very Low/Red – English Learners, Foster Youth, Homeless, and Students with Disabilities

While the 2024 and 2025 California Dashboards showed improved performance for the above student groups, these groups will remain a focus throughout the 2024-2027 LCAP cycle.

Ongoing targeted professional development in mathematics and English Language Arts (ELA) will continue to aid teachers in effectively implementing the curriculum. The Standards for Mathematical Practice and ELD standards will remain key areas of focus. Essential standards will be pinpointed during regular Professional Learning Community (PLC) collaboration meetings, enabling teachers to plan with a clear objective.

Continuous research into effective interventions will be pursued for situations where re-teaching has not adequately met the needs of individual students or groups. Special education will continue to utilize the core curriculum, supplemented with scaffolded resources for both math and ELA instruction.

Additional support for our homeless population will include assigning a dedicated point of contact to address transportation and academic needs. Parents, Modesto City Schools (MCS), and various programs will collaborate on strategies to assist homeless and foster youth in narrowing the identified achievement gaps.

A district-wide emphasis on mathematics will feature research-based practices aimed at closing achievement gaps. Teachers will continue to have professional development opportunities to better support students facing challenges in their learning journeys. MCS will maintain its commitment to offering support to all students, ensuring they are equipped for college and career readiness.

An intensified focus on raising awareness and highlighting available programs will be directed at homeless, Hispanic, socioeconomically disadvantaged, and English learner student groups. Courses in computer programming and engineering will be introduced at sites capable of maintaining enrollment, as research reports suggest these courses enhance college and career readiness for all students.

The District will continue to deepen the understanding of the PBIS and Restorative Practices and implement these research-based practices with greater sophistication. Additionally, the District is partnering with Dr. Nancy Dome to provide professional development related to equity so that all staff have greater knowledge and understanding of the challenges faced by our students, and with Joe Feldman on equitable grading practices. The sites will analyze their discipline data with an emphasis on their student groups. The District maintains intervention centers at each high school. Certificated staff and Center for Human Services Student Assistance Specialists are available in intervention

centers and all MTSS campuses to support students' academic and social-emotional needs. Incentives are provided to support positive student behavior.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Modesto City Schools (MCS) has unexpired LREBG funds available for the 2026-2027 school year.

LREBG-funded actions are included in:
- Goal 1: Actions 1.1, 1.2, and 1.4
- Goal 2: Actions 2.1
- Goal 3: Action 3.1

Needs Assessment Findings:
Based on the 2024 and 2025 Dashboards, MCS identified issues related to chronic absenteeism, English Language Arts (ELA) performance, and Mathematics performance for specific schools and student groups.

Chronic Absenteeism:
State and local data reveal significant chronic absenteeism among African American students, English Learners, Long-Term English Learners, Hispanic students, and Homeless students.
- Goal 1, Actions 1.2, 1.3, and 1.4: Focus on increasing student engagement and attendance while providing access to academic and emotional counseling and intervention support.
- Goal 3, Action 3.1: Ensure a safe learning environment that promotes regular attendance and student comfort.

Academic Performance:
Data indicate low performance in ELA and Mathematics for several schools and among African American students, English Learners, Long-Term English Learners, and Homeless students.
- Goal 1, Actions 1.1, 1.2, 1.3, and 1.4: Support daily student achievement and performance.
- Goal 2, Actions 2.1 and 2.2: Ensure effective lessons by skilled teachers who engage students and assess their mastery of the curriculum.

These actions align with the allowable use of LREBG funds, focusing on academic achievement, academic support, college and career counseling, and mental health support services.

Reflections: Technical Assistance

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

Based on the Fall 2025 California School Dashboard, Modesto City Schools meets the eligibility criteria for Differentiated Assistance (DA) in the following priority areas:

Modesto City Elementary: Pupil Engagement (Chronic Absenteeism) and School Climate (Suspension Rate) for Foster Youth
Modesto City High: Student Achievement (ELA/Math) and Outcomes in a Broad Course of Study (College & Career) for Students Experiencing Homelessness

In partnership with the Stanislaus County Office of Education (SCOE), the district is conducting a systems analysis to address these disparities through the following LCAP-aligned efforts:

Systemic Support for Foster Youth Support (TK-8): Continue to refine the Multi-Tiered System of Supports, including the district-wide revitalization of PBIS through SCOE-led training to ensure supportive, communicative campus climates for all students. Utilize dedicated Child Welfare and Attendance (CWA) staff to specifically monitor foster youth data (Action 1.4).

Homeless Youth Support (9-12): Leveraging dedicated Family Support Specialist staff to provide direct advocacy for McKinney-Vento students, ensuring stable access to school and identifying barriers to engagement (Action 1.4).

Academic & Career Outcomes: Expanding participation in mentoring and student support services for high-need student groups and conducting a barrier analysis for college and career readiness indicators to ensure equitable access to post-secondary pathways (Action 1.2).

Instructional Systems & Mastery: Advancing the Instructional Core through standards-aligned lesson design, equitable grading practices, and appropriate interventions (Actions 1.1, 1.4, 2.1).

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.

Modesto City Schools has no schools identified for Comprehensive Support and Improvement (CSI). Both Franklin Elementary and Tuolumne Elementary met the criteria to exit CSI status.

Support for Identified Schools

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

No schools qualify for CSI - Not Applicable

Monitoring and Evaluating Effectiveness

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

No schools qualify for CSI - Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee	Parents, students, staff, and community members meet throughout the year to review the current LCAP and feedback from other educational partners and survey information to provide input on the development of the LCAP and progress on actions. Meeting Dates: • October 21, 2025 • November 18, 2025 • January 27, 2026 • February 24, 2026 • March 31, 2026 • April 21, 2026
Students & Student Groups	Visits were made to the following student groups to gather feedback: • Student Advisory Council: October 2, 2025 • Inter-High Council: November 19, 2025 • Black Student Union (Enochs): February 5, 2026 • Latino Student Union (Johansen): April 17, 2026 Students were provided information regarding the LCAP and gave input on what was working and what needed to be improved. School visits were scheduled for various grade levels and schools around the district to get feedback on the LCAP and what is working and what needs to be improved. Visits occurred during March and April 2026 to the following schools:

Educational Partner(s)	Process for Engagement
	• Franklin Elementary • Rose Avenue Elementary • Bret Harte Elementary • Marshall Elementary (EXLP) • Beard Elementary (EXLP) • Mark Twain Junior High • Downey High School • Davis High School Students were also able to participate by providing input on the actions and services in the LCAP. In March/April 2026, a School Climate Survey was sent to students in grades 3-12. In grades 3-6, students were proctored by their computer literacy teacher and completed the online survey. Students in grades 7-12 were provided a link to the survey through Schoology and completed it during class time with their teacher. In October 2025, the link to the LCAP Survey was distributed via social media, Student Square, and Schoology. Students could rate the importance of each of the five strategic LCAP goals and what it would take to meet the goals. Additionally, students could rate the responses of others and provide input on what was important.
Parents Make a Difference (PMD)	LCAP presentations were held to provide information about the LCAP goals, actions, and outcomes. Participants were provided an overview of the current LCAP Goals and outcomes. They were also able to ask questions and provide input regarding the LCAP. Additionally, participants were provided a link to the LCAP Input Exchange, where they could record their responses to three questions: 1. What is working? 2. What needs to be improved?

Educational Partner(s)	Process for Engagement
	Parent/Community Presentations were held: • February 25, 2026, at Burbank Elementary • March 4, 2026, at Downey High School • March 5, 2026, at Bret Harte Elementary School
Parents and Staff	Parents, students, and staff were engaged in the LCAP process through various surveys and meetings. In March/April 2026, a School Climate Survey was sent to students in grades 3-12. In grades 3-6, students were proctored by their computer literacy teacher and completed the online survey. Students in grades 7-12 received a link to the survey via Schoology and were asked to complete it during class time with their teacher. The LCAP Survey was made available via social media, Parent Square, and the district website at the end of October 2025. Parents, students, and staff were provided a link where they could record their responses to these questions: 1. What is working? 2. What needs to be improved? In March/April 2026, the district sent out the annual Family Engagement Survey through our partnership with Thought Exchange. Over 1,000 respondents provided information and feedback on the school and district environment, curriculum and instruction, communication, programs and resources, and district performance. Data analysis identified positive actions to continue and areas of opportunity to address in the LCAP.
District English Learner Advisory Council (DELAC)	The draft of the LCAP was presented to DELAC on May 14, 2026. DELAC members were provided the opportunity to ask questions and provide their input with respect to the goals, actions, and services.

Educational Partner(s)	Process for Engagement
School Site Councils	Throughout the school year, the district's LCAP was a topic of review on the agenda for the School Site Councils (SSC). Members were provided updates on actions and provided their feedback to be shared with the District LCAP Advisory Committee.
Administrators and Management	Input and feedback on the LCAP occurred throughout the year at various meetings. Administrators and managers were provided information on the LCAP and provided their input on actions and services that should be included, modified, or removed. This occurred at the Academy of Leaders meeting in January 2026. HPT includes representatives from Education Services, Student Support Services, Curriculum and Instruction and Professional Development, Information and Educational Technology Services, and Human Resources. The team meets biweekly throughout the school year to review and discuss key operational and instructional issues. Several meetings during this cycle were dedicated specifically to examining the current LCAP goals, metrics, actions, and services. In addition, the team was responsible for developing the new performance metrics that will be used to measure progress in the 2024–27 LCAP.
Labor Partners - MTA and CSEA	Throughout the school year, the labor partners (MTA and CSEA) have provided input on the LCAP goals, actions, and metrics. This has occurred at regularly scheduled meetings between the labor partner and MCS. Additionally, labor partners each have a representative on the LCAP Advisory Committee.
Community Advisory Committee (CAC) and SELPA	The Community Advisory Committee is comprised of parents of special education students in the district. Members were provided information on the LCAP goals, metrics, actions, and services. Participants were able to ask questions and provide input. This meeting was held on February 17, 2026. Modesto City Schools SELPA directors provided input throughout the year on the LCAP goals, metrics, and services. This occurred during HPT and T&L meetings as part of the regular agenda for LCAP.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	The Parent Advisory Committee is comprised of representatives from each School Site Council. This district group provides input on parental engagement policies, the use of Title I funds, and actions and services in the LCAP. During the March 2026 meeting, the committee reviewed the LCAP actions and services and provided feedback on the draft proposal for the new LCAP.
LCFF Equity Multiplier Educational Partners - Elliott	The district and site administration generated input from various educational partners for Robert Elliott Education Center on the goals, actions, and services that would benefit the school site in improving student performance related to College & Career Readiness and the reduction of suspensions for identified student groups. Meetings were held to provide information regarding student performance, solicit feedback, and provide input on the goals, metrics, and actions. • Parent Meeting: January 2026 • Staff Meeting: February 2026 • Student Meeting: February 2026
LCFF Equity Multiplier Educational Partners - Garrison	The district and site administration generated input from various educational partners for Garrison Elementary School on the goals, actions, and services that would benefit the school site in improving student performance related to chronic absenteeism, attendance, and academic performance. Meetings were held to provide information regarding student performance, solicit feedback, and provide input on the goals, metrics, and actions. • Parent Meeting: February 2026 • Staff Meeting: March 3, 2026 • Site Leadership: February 2026 and April 2026 • ELAC: March 3, 2026 Additionally, surveys were distributed to students, parents, and staff to solicit feedback and ideas.

Educational Partner(s)	Process for Engagement
LCFF Equity Multiplier Educational Partners - Orville Wright	The district and site administration generated input from various educational partners for Orville Wright Elementary School on the goals, actions, and services that would benefit the school site in improving student performance related to chronic absenteeism, attendance, and academic performance. Meetings were held to provide information regarding student performance, solicit feedback, and provide input on the goals, metrics, and actions. • Parent Meeting: March 16, 2026 • Staff Meeting: March 16, 2026 • Site Leadership: March 2, 2026 • ELAC: March 6, 2026 • School Site Council: March 10, 2026 Additionally, surveys were distributed to students, parents, and staff to solicit feedback and ideas.

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

Feedback from educational partners informed the development of the 2024–2027 Local Control and Accountability Plan (LCAP). Partners expressed overall satisfaction with the additional services and actions implemented in recent years and noted that many of these efforts are beginning to demonstrate measurable impact. They also emphasized the continued value of recently established supports and identified their potential for sustained long-term benefit.

Input from educational partners further highlighted the increasing need for additional support staff, as students are presenting with more complex academic, behavioral, and social-emotional needs than in prior years. Ensuring that students' physical and social-emotional needs are met remains a central priority. Partners also underscored the importance of strengthening equity across all student groups, which informed decisions to increase resources for technology and support staff while maintaining access to both remediation and enrichment opportunities.

In response to this valuable feedback, the following revisions and investments were made in the 2024-2027 LCAP:

- Continued focus on school safety and security.
- Maintenance or increase in services to address student social-emotional needs.
- Targeted professional development opportunities for staff.
- Continued or increased enrichment opportunities, such as access to visual and performing arts and Esports.
- Increased support for student groups at risk of academic challenges.
- Expanded opportunities for after-school tutoring and support.
- Enhanced programs to foster college and career readiness.
- Actions to support College & Career Readiness at Robert Elliott Education Center using the LCFF Equity Multiplier Funds

- Actions to support chronic absenteeism, attendance, and academic achievement at Garrison Elementary using the LCFF Equity Multiplier Funds

* Actions to support chronic absenteeism, attendance, and academic achievement at Orville Wright Elementary using the LCFF Equity Multiplier Funds

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase and maintain academic achievement and equitable access to enable all students to attain college and/or career readiness	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through collaborative educational partner input, Modesto City Schools has identified the district's Strategic Goals (also the LCAP Goals).

The district has established this goal for several compelling reasons:

1. **Equity and Access**: By focusing on increasing and maintaining academic achievement and equitable access, the district aims to ensure that every student, regardless of their background or circumstances, has the opportunity to succeed. This goal is aligned with principles of equity, aiming to level the playing field and provide all students with the support they need to excel.

2. **College and Career Readiness**: The goal is directly linked to preparing students for success after high school. In today's competitive landscape, college and career readiness are essential for students to thrive in post-secondary education and the workforce. By targeting this goal, the district is prioritizing the long-term success of its students.

3. **Instructional Quality**: By ensuring a guaranteed instructional program for every student, the district is emphasizing the importance of high-quality teaching and learning. When instruction is intentional, well-designed, and aligned with standards (the Instructional Core), students are more likely to achieve academic success.

4. **Data-Driven Improvement**: The goal of increasing the number of students identified as "prepared" in college/career indicators and reclassifying English learners ties into using data to drive improvement. By tracking these metrics, the district can measure progress and make informed decisions to support student success.

5. **Support for English Learners**: The focus on increasing the reclassification of English learners and decreasing the number of long-term English learners is crucial for these students' success. It demonstrates a commitment to providing effective English language development programs and support services.

6. **Multi-Tiered System of Support (MTSS)**: Implementing and refining MTSS ensures that students receive the specific support they need, whether they are struggling academically or need additional enrichment. This system is designed to provide interventions at various levels of intensity to meet diverse student needs.

7. **Enrichment Opportunities**: Providing diverse enrichment opportunities ensures that students have a well-rounded education. These opportunities can include extracurricular activities, visual and performing arts programs, STEM initiatives, and more. Access to such opportunities can enhance student engagement, motivation, and overall academic success.

8. **Inclusion for Students with Disabilities**: Increasing access to general education through inclusionary practices for students with disabilities promotes a sense of belonging and ensures that these students have access to the same curriculum and experiences as their peers. This supports not only academic achievement but also social-emotional development.

9. **Alignment with State Standards**: Many of these goals align with state standards and priorities, such as those outlined in the California State Dashboard. By aligning with these standards, the district is ensuring that its goals are in line with broader educational expectations and benchmarks for success.

In summary, the district has established this goal to create a comprehensive and inclusive educational environment where every student has the opportunity to reach their full potential. It reflects a commitment to equity, high-quality instruction, data-driven decision-making, and holistic student support, all with the ultimate aim of preparing students for college, careers, and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Based on the CA Dashboard Academic Indicator for ELA: The elementary district will improve Distance from Standard (DFS) by 65 points.	Baseline 2023 CA Dashboard: Elementary: DFS = -65.1 points High School: DFS = -21.9 points	Elem: DFS -53.5 HS: DFS -14.8 2024 CA Dashboard	ELEM: DFS -46.5 HS: DFS -16.2 ELEM: Homeless:-100.5 English Learner:-73.3	Elementary: DFS = -0.1 points High School: DFS = +0.1 points LREBG Metric: ELEM: Homeless: -58.4	Elem: increased by 18.6 from baseline HS: increased by 5.7 from baseline LREBG Metric: ELEM:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The high school district will improve DFS by 22 points. Source: CA Dashboard	Baseline 2024 LREBG Metric: ELEM: Homeless: -123.4 English Learner: -81.1 LTEL: -113.7 African American: -72.6 HS: Homeless: -125.0 English Learner: -105.5 LTEL: -132.2 African American: -72.6		LTEL: -115.9 African American: -51.4 HS: Homeless:-176.0 English Learner:-93.7 LTEL:-134.3 African American: -53.9	English Learner: -16.1 LTEL: -48.7 African American: -7.6 HS: Homeless: -103.0 English Learner: -83.5 LTEL: -110.2 African American: -50.6	Homeless: increased 22.9 from baseline English Learner: increased 7.8 from baseline LTEL: decreased 2.2 from baseline African American: increased 21.2 from baseline HS: Homeless: decreased 51.0 from baseline English Learner: increased 11.8 from baseline LTEL: decreased 2.1 from baseline African American: increased 18.7 from baseline
1.2	Based on the CA Dashboard Academic Indicator for Math: The elementary district will improve Distance from Standard (DFS) by 50 points. The high school district will improve DFS by 50 points.	Baseline 2023 CA Dashboard: Elementary: DFS = -89.9 points High School: DFS = -121.4 points Baseline 2024 LREBG Metric: ELEM:	Elem: DFS -81.6 HS: DFS -120.8 2024 CA Dashboard	Elem: DFS -75.0 HS: DFS -110.9 ELEM: Homeless:-114.3 English Learner:-98.2 LTEL: -165.8 African American: -110.5	Elementary: DFS = -39.9 points High School: DFS = -71.4 points LREBG Metric: ELEM: Homeless: -84.6 English Learner: -54.6 LTEL: -107.6	Elem: increased by 14.9 from baseline HS: increased by 10.5 from baseline LREBG Metric: ELEM: Homeless: increased 20.3 from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	Homeless: -134.6 English Learner: -104.6 LTEL: -157.6 African American: -110.7 HS: Homeless: -201.2 English Learner: -188.5 LTEL: -217.3 African American: -164.1		HS: Homeless:-225.0 English Learner:-174.5 LTEL:-214.1 African American: -145.8	African American: -60.7 HS: Homeless: -151.2 English Learner: -138.5 LTEL: -167.3 African American: -114.1	English Learner: increased 6.4 from baseline LTEL: decreased 8.2 from baseline African American: increased 0.2 from baseline HS: Homeless: decreased 23.8 from baseline English Learner: increased 14.0 from baseline LTEL: increased 3.2 from baseline African American: increased 18.3 from baseline
1.3	The number of TK/K students previously enrolled in an MCS Early Childhood Education program scoring at Benchmark on a Beginning-of-the-year (BOY) Phonemic Awareness assessment will increase by 24%. Source: mClass	Baseline 2023-2024: 56% 2025-26 data is baseline data due to the new Phonemic Awareness Assessment: 51%	58%	51% 2025-26 data is baseline data due to the new Phonemic Awareness Assessment	80%	Not applicable due to the new screener.
1.4	The number of Kindergarten students	Baseline 2023-2024: 56%	58%	50%	80%	Decrease of 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	previously enrolled in an MCS TK program scoring at Benchmark on a DIBELS-8 BOY Phonemic Awareness subtest will increase by 24%. Source: mClass					
1.5	One hundred percent (100%) of students in grades TK-6 will participate in grade-level activities related to the California Computer Science Standards, including troubleshooting, hardware and software, and algorithms. Source: MODD	Baseline 2023-24: 98%	100%	100%	100%	Increase of 2%
1.6	Character Trait lessons will be conducted monthly for all TK-6 students. Source: Lesson Plans/Pacing Guide	Baseline 2023-24: 10 lessons	10 lessons were delivered this year.	10 lessons were delivered this year	10 lessons or more	Matches baseline and goal.
1.7	Coordinators will meet monthly to facilitate PD, hold, regular department chair meetings (x4/year), and conduct textbook adoption meetings, when appropriate.	10 Coordinator meetings 4 department chair meetings per core department All adoptions completed	10 Coordinator meetings 4 department chair meetings per core departments All adoptions completed	10 Coordinator meetings 4 department chair meetings per core department	10 Coordinator meetings 4 department chair meetings per core departments All adoptions completed	Matches baseline and goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Tracking			All adoptions completed		
1.8	PE equipment will support an increase in student participation in the Physical Fitness Test (PFT). (If the PFT reporting is updated by the State, this metric will adjust accordingly) Source: PFT Data	Baseline 2022-23: • Grade 5: 98.0% • Grade 7: 95.3% • Grade 9: 93.1%	• Grade 5: 96.7% • Grade 7: 94.3% • Grade 9: 89.4%	Grade 5: 96.7% Grade 7: 91.9% Grade 9: 93.9%	• Grade 5: 98.0% or greater • Grade 7: 95.3% or greater • Grade 9: 93.1% or greater	• Grade 5: decrease of 1.3% • Grade 7: decrease of 3.4% • Grade 9: increase of 0.8%
1.9	All William Act criteria will be met on an annual basis. (State Priority 1) Teacher Assignments, Curriculum, and Facilities. Source: Williams Act Report	Baseline 2023-24: 100% met	100% met	100% met	100% met	Maintained 100% baseline
1.10	Senior graduates receiving the State Seal of Biliteracy (SSB) will increase by 15% annually. Source: Internal SSB Data	Baseline 2023: 199 students	320 students	269 students	289 students	Increase of 70 students
1.11	CA Dashboard Indicator for College and Career Readiness (CCI) showing as "prepared" will increase by 10%	Baseline 2023: 31% Baseline 2024 LREBG Metric: HS: Homeless: 12.9%	33%	41.4% HS: Homeless: 9.6% English Learner: 16.9%	61% LREBG Metric: HS: Homeless: 42.9%	Increase of 10.4% HS: Homeless: Decrease of 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annually or maintain green/blue status. Source: CA Dashboard	English Learner: 9.6% LTEL: 8.4% African American: 22.9%		LTEL: 15.8% African American: 28.4%	English Learner: 39.6% LTEL: 38.4% African American: 52.9%	English Learner: Increase of 7.3% LTEL: Increase of 7.4% African American: Increase of 5.5%
1.12	The Graduation Indicator will increase by 5% or maintain green/blue status. Source: CA Dashboard	Baseline 2023: 89.9% Baseline 2024 LREBG Metric: HS: Homeless: 80.6% English Learner: 83.8% LTEL: 86.8% African American: 89.9%	91.2%	92.9% - Green Status HS: Homeless: 77.9% English Learner: 90.5% LTEL: 91.4% African American: 83.6%	94.9% LREBG Metric: HS: Homeless: 85.6% English Learner: 88.8% LTEL: 91.8% African American: 94.9%	Increase of 3.0% HS: Homeless: Decrease of 2.7% English Learner: Increase of 6.7% LTEL: Increase of 4.6% African American: Decrease of 6.3%
1.13	The percentage of cohort graduates meeting UC/CSU a-g requirements will increase by 5% yearly. Source: DataQuest	Baseline 2022: 37.6%	35.1%	40.5%	43.5%	Increase of 2.9 from baseline
1.14	Ninety-eight percent (98%) or more of graduating AVID seniors will have met a-g requirements. Source: Internal Data	Baseline 2023: AVID Seniors: 76.0%	80.2%	80.2%	AVID Seniors: 98% or more	Increase of 4.2% from baseline
1.15	The number of 8th-grade AVID students earning a "C" or higher in an	Baseline 2023:	63%	66%	8th-Grade Students: 56%	Increase of 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	honors class will increase by 10%. Source: Internal Data	8th-Grade Students: 46%				
1.16	Maintain IB/AP exam access for 100% of students enrolled in the appropriate courses. The percentage of students scoring a 3 or greater on AP tests will increase by 5%. Source: Student Analytics Dashboard	Baseline 2023: 100% of exams paid Percentage scoring 3 or more: 50%	100% of exams paid Percentage scoring 3 or more: 56%	100% of exams paid Percentage scoring 3 or more: 59%	100% of exams paid AP score of 3 or greater: 55%	Maintained baseline for paid exams Increase of 9% from baseline on percentage scoring 3 or more
1.17	Students finishing a CTE pathway concentrator, capstone course sequence with a grade of "C-" or better will increase 5%. Source: MODD	Baseline 2023: CTE course sequence: 617 students	858 students 85.5% completion rate	1092 students 95.0% completion rate	CTE course sequence: 648 students	Increase of 475 students Increased 76%
1.18	Students completing college credit courses with a grade of "C-" or better for two semesters or three quarters will increase by 5%. Source: MODD	Baseline 2023: College credit course: 2.65%	89%	91.0%	College credit course: 7.65%	Increased 88.35%
1.19	95% of students will complete a four-year plan within the SchooLinks platform.	Baseline 2023-24: 70%	94%	97%	95%	Increase of 27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SchooLinks					
1.20	75% of students enrolled in JROTC will finish two years of the program. Source: PowerSchool	Baseline 2023-24: 58%	62%	51%	75%	Decrease of 7% from baseline
1.21	Move the number of English learners in each ELPAC band up by 15%. Source: ELPAC Data	Baseline 2023: Elementary: • Level 1: 22.54% • Level 2: 34.23% • Level 3: 31.07% • Level 4: 12.20% High School: • Level 1: 22.45% • Level 2: 26.45% • Level 3: 31.65% • Level 4: 19.45%	Elementary: • Level 1: 25.31% • Level 2: 29.96% • Level 3: 30.82% • Level 4: 13.91% High School: • Level 1: 27.66% • Level 2: 25.52% • Level 3: 31.42% • Level 4: 15.39%	Elementary: • Level 1: 26.08% • Level 2: 30.89% • Level 3: 31.48% • Level 4: 11.56% High School: • Level 1: 29.38% • Level 2: 25.72% • Level 3: 29.11% • Level 4: 15.79%	Elementary: • Level 1: 7.54% • Level 2: 34.23% • Level 3: 31.07% • Level 4: 27.20% High School: • Level 1: 7.45% • Level 2: 26.45% • Level 3: 31.65% • Level 4: 34.45%	Elementary: • Level 1: + 3.54% • Level 2: - 3.34% • Level 3: + 0.41% • Level 4: - 0.64% High School: • Level 1: + 6.93% • Level 2: - 0.73% • Level 3: - 2.54% • Level 4: - 3.66%
1.22	CA Dashboard Academic Indicator for ELA for English Learners: Elementary: Improve ELs DFS by 90 points	Baseline 2023: ELA: Elementary: DFS = -90.0 points High School: DFS = -112.3 points	Elem: DFS -81.1 HS: DFS -105.5 2024 CA Dashboard	Elem: DFS -73.3 HS: DFS --93.7 LREBG: ELEM: LTEL: -115.9 HS:	ELA: Elementary: DFS = -0.0 points High School: DFS = +0.7 points LREBG Metric:	Elem: increased by 16.7 from baseline HS: increased by 18.6 from baseline LREBG:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	High School: Improve ELs DFS by 113 points Source: CA Dashboard	Baseline 2024 LREBG Metric: ELEM: LTEL: -113.7 HS: LTEL: -132.2		LTEL: -134.3	ELEM: LTEL: -23.7 HS: LTEL: -19.2	ELEM LTEL decreased 2.2 from baseline HS LTEL decreased 2.1 from baseline
1.23	CA Dashboard Academic Indicator for Math for English Learners: Elementary: Improve ELs DFS by 70 points High School: Improve ELs DFS by 90 points Source: CA Dashboard	Baseline 2023: Math: Elementary: DFS = -111.6 points High School: DFS = -204.8 points Baseline 2024 LREBG Metric: ELEM: LTEL: -157.6 HS: LTEL: -217.3	Elem: DFS -104.6 HS: DFS -188.5 2024 CA Dashboard	Elem: -98.2 HS: -174.5 LREBG: ELEM: LTEL: -165.8 HS: LTEL: -214.1	Math: Elementary: DFS = -41.6 points High School: DFS = -114.8 points LREBG Metric: ELEM: LTEL: -87.6 HS: LTEL: -127.3	Elem: increased by 13.4 from baseline HS: increased by 30.3 from baseline LREBG: ELEM LTEL decreased 8.2 from baseline HS LTEL increased 3.2 from baseline
1.24	The number of EL students reclassifying will increase by 30%. Source: Reclassification Data	Baseline 2023: TK-6: 4.2% 7-8: 7.5% 9-12: 6.1%	TK-6: 8.1% 7-8: 21.5% 9-12: 14.0%	TK-6: 8.0% 7-8: 17.5% 9-12: 14.1%	TK-6: 34.2% 7-8: 37.5% 9-12:36.1%	TK-6: +3.8% 7-8: +10.0% 9-12: +8.0%
1.25	One hundred percent (100%) of English learners are tested annually using the ELPAC Assessment	Baseline 2023: Elementary: 99.4% High School: 94.95%	Elementary: 97.06% High School: 94.32%	Elementary: 96.6% High School: 95.66%	100%	Elementary: decreased 2.8% High School: increased 0.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: TOMS		Preliminary Results	Preliminary Results		Preliminary Results
1.26	100% of newcomer students are assessed using Corrective Reading and BTSP III. Source: TOMS	Establish Baseline in 2024-25 100%	100%	100%	100%	Maintained baseline
1.27	TK-8 DLA enrollment will maintain or increase by 3%. Source: CALPADS 1 K-6 DLA students maintaining/meeting standards in mClass Lectura will increase by 20% from BOY to EOY. Source: mClass 8th grade DLA students earning at least a 3 on the AP Spanish Language assessments will increase by 5% each year. Source: College Board	Baseline 2023-24: 506 students Baseline: 2023-24: 14% Baseline 2022-23: 48%	DLA: 541 students Lectura: 14% AP: 51%	DLA: 508 students Lectura: 59% AP: 47%	Enrollment: 506 students or more Lectura: 20% or greater AP: 63%	DLA: + 2 students Lectura: + 45% AP: -1%
1.28	50% of newcomer students in the newcomer program will move from Corrective Reading level A1 to level B.	Baseline to be established in 2025-26 14%	TBD Data not available at this time	14%	50%	Same as baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Data					
1.29	Sites will decrease by 3% the percentage of students scoring at the "well below benchmark" range as measured by the DIBELS 8 BOY to EOY subtest assessment. • Kinder: PSF • 1st grade: NWF/WRC • 2nd grade: NWF/WRC • 3rd grade: NWF/WRC • 4th grade: ORF • 5th grade: ORF • 6th grade: ORF Source: mClass Data Maintain or increase the number of school sites offering a Multi-Tiered System of Support (MTSS). LREBG Source: Internal Data	The baseline is the BOY for each year Baseline 2023-24: 22 sites	K: Decreased 22% MET 1st: Decreased 4% MET 2nd: Decreased 7% MET 3rd: Decreased 8% MET 4th: Decreased 1% Not Met 5th: Decreased 1% Not Met 6th: Decreased 9% MET 23 sites	K: Decreased 17% MET 1st: Decreased 8% MET 2nd: Decreased 11% MET 3rd: Decreased 9% MET 4th: Decreased 2% Not Met 5th: Decreased 3% MET 6th: Decreased 10% MET 24 sites	3% or greater decrease BOY to EOY 22 or more sites	The baseline is established at the beginning of each school year, and the comparison is made between BOY and EOY. K: Decreased 17% MET 1st: Decreased 8% MET 2nd: Decreased 11% MET 3rd: Decreased 9% MET 4th: Decreased 2% Not Met 5th: Decreased 3% MET 6th: Decreased 10% MET Increase of 2
1.30	Increase by 10% the number of students in grades 6-12 that respond that they feel respected by adults on campus as indicated in	Baseline 2023-24: 59%	52%	55%	69%	Decrease of 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Student Climate Survey. LREBG Source: Student Climate Survey					
1.31	Decrease by 5% the percentage of chronically absent students. Source: Elementary - CA Dashboard High School - MODD	Baseline 2023: TK-8: 29.7% 9-12: 27.5% Baseline 2024 LREBG Metric: ELEM: Homeless: 45.5% English Learner: 15.3% LTEL: 24.2% African American: 24.7% HS: Homeless: 61.3% English Learner: 30.3% LTEL: not tracked separately African American: 25.4%	TK-8: 18.1% HS: 22.3% 2024 CA Dashboard	TK-8: 16.0 % HS: 20.37 % LREBG: ELEM: Homeless: 43.4% English Learner: 12.6% LTEL: 19.8% African American: 25.5% HS: Homeless: 57.39% English Learner: 29.67% LTEL: not tracked separately African American: 24.28%	TK-8: 14.7% 9-12: 12.5% LREBG Metric: ELEM: Homeless: 45.5% English Learner: 10.3% LTEL: 19.2% African American: 19.7% HS: Homeless: 56.3% English Learner: 25.3% LTEL: N/A African American: 20.4%	TK-8: decrease by 13.7% HS: decrease by 7.13% LREBG Metric: ELEM: Homeless: - 2.1% English Learner: - 2.7% LTEL: - 4.4% African American: + 0.8% HS: Homeless: - 3.91% English Learner: - 0.63% LTEL: N/A African American: - 1.12%
1.32	All sites will have an attendance rate of 96% or greater. (LREBG) Source: MODD	2023 Baseline: 3 sites	3 sites	0 sites	34 sites	Decreased 3
1.33	The suspension rate will decrease by 1.5% or maintain green/blue status for each district.	Baseline 2023: Elementary: 4.3%	Elementary: 3.6% High School: 1.8%	Elem: 2.8% HS: 3.8%	Elementary: 2.8% High School: 4.1%	Elementary: Improved 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source CA Dashboard and internal data	High School: 5.6% Baseline 2024 LREBG Metric: ELEM: Homeless: 9.6% English Learner: 3.2% LTEL: 12.7% African American: 6.3% HS: Homeless: 5.4% English Learner: 5.3% LTEL: 5.8% African American: 8.7%		LREBG: ELEM: Homeless: 5.8% English Learner: 2.1% LTEL: 6.8% African American: 4.8% HS: Homeless: 8.1% English Learner: 5.5% LTEL: 5.9% African American: 8.0%	LREBG Metric: ELEM: Homeless: 8.1% English Learner: 1.8% LTEL: 11.2% African American: 4.8% HS: Homeless: 3.9% English Learner: 3.8% LTEL: 4.3% African American: 7.2%	High School: Improved 1.8% LREBG: ELEM: Homeless: improved 3.8% English Learner: improved 1.1% LTEL: improved 5.9% African American: improved 1.5% HS: Homeless: decreased 2.7% English Learner: decreased 0.2% LTEL: decreased 0.1% African American: improved 0.7%
1.34	Decrease the high school dropout rate by 1%; the junior high dropout rate will decrease. Source: MODD	Baseline 2023: Junior High: 2 students High School: 4.0%	Junior High: 0 students High School: 1.8%	Junior High: 0 students High School: 1.7%	Junior High: 2 students or less High School: 3.9% or less	Junior High: Improved 2 High School: Improved 2.3%
1.35	RISE will include ELA and math at all 22 elementary sites and obtain pre/post-data with post-data showing growth of 15% over the	Baseline 2023: RISE ELA: 22 sites RISE Math: 20 sites Baseline is pre-test	RISE ELA: 22 sites plus MVA RISE Math: 21 sites ELA:	RISE ELA: 22 Sites RISE Math: 21 Sites ELA:	RISE ELA: 22 sites RISE Math: 22 sites	RISE ELA - maintained baseline RISE Math: +1 to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pre-test for both ELA and math. Source: Internal data		TK: 86.67% MET K: Composite - 100% PSF - 95.7% MET 1st: Composite - 100% NWF-WRC - 96.3% MET 2nd: Composite - 100% NWF-WRC - 83.7% MET 3rd: Composite - 100% NWF-WRC - 83% MET 4th: Composite - 100% ORF - 89.2% MET 5th: Composite - 100% ORF - 95.6% MET 6th: Composite - 99.4% ORF - 75% MET RISE DLA (SPANISH) - 1 site K: 100% 1st: 88% 2nd: 100% 3rd: 100% 4th: 100% 5th: 100%	TK: Total Score - 100% MET K: Composite - 93% PSF - 91% MET 1st: Composite - 93% NWF-WRC - 91% MET 2nd: Composite - 91% NWF-WRC - 77% MET 3rd: Composite - 89% NWF-WRC - 68% MET 4th: Composite - 90% ORF - 84% MET 5th: Composite - 93% ORF - 89% MET 6th: Composite - 91% ORF - 74% MET MATH: 1st: 61.5% 2nd: 53.4% 3rd: 59.3% 4th: 41.9% 5th: 46.1% 6th: 32.3%	Pre/Post data indicates 15% or more growth.	Baseline for Tests is BOY Score. ELA: TK: Total Score - 100% MET K: Composite - 93% PSF - 91% MET 1st: Composite - 93% NWF-WRC - 91% MET 2nd: Composite - 91% NWF-WRC - 77% MET 3rd: Composite - 89% NWF-WRC - 68% MET 4th: Composite - 90% ORF - 84% MET 5th: Composite - 93% ORF - 89% MET 6th: Composite - 91% ORF - 74% MET MATH: 1st: 61.5% 2nd: 53.4% 3rd: 59.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6th: 100% All grade levels MET the goal Math Foundations: 1st: 65.8% 2nd: 50.0% 3rd: 44.8% 4th: Div: 31.3% Products: 43.9% 5th: Div: 36.3% Products: 45.2% 6th: Div. 31.1% Products: 41.9% All grade levels MET the goal Math Algebra Readiness: 1st: 81.6% 2nd: 64.5% 3rd: 62.6% 4th: 40.2% 5th: 45.6% 6th: 37.4% All grade levels MET the goal	All grade levels MET the goal		4th: 41.9% 5th: 46.1% 6th: 32.3% All grade levels MET the goal
1.36	Increase the percentage of students completing a summer school course in grades 9-12 by 10%. Source: PowerSchool	Baseline 2023: 2,926 courses	3,395 courses	4,754 courses	3,218 courses	Increased by 1,828 courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.37	Increase the number of students participating in summer enrichment by 10% each year. Source: Internal data	2023 Baseline: 2,368 students	2,848 students	3,696 students	3,152 students	Increased by 1,328 students 56% increase
1.38	At designated grade levels, maintain/increase the number of students participating in performances offered by the Gallo Center. Source: Internal data	Baseline 2023: Gallo Performances: 7,727 students	7,505 students	9,092 students	Gallo Performances: 7,727 students or more	+ 1,365 students
1.39	Maintain/increase the number of students participating in music instruction at the elementary level. Source: Internal data	Baseline 2023-24: Music instruction: 2,191 students	2,383 students	2,017 students	Music instruction: 2,191 students or more	Decrease of 174 students
1.40	All Junior High Schools (100%) will have at least five (5) athletic teams/programs in which students may participate. Source: Internal data	Baseline 2023: 5 programs	9 sports programs are currently offered.	9 sports programs are currently offered.	5 or more programs	Increase of 4 programs
1.41	Increase the number of professional development opportunities for activities directors/staff. Source: Internal data	Baseline 2023: 1	3	3	1 or more opportunities	Increase of 2 opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.42	Increase participation in ASES/Expanded Learning by 10% in grades TK-8. Source: EZReport	Baseline 2023: 4,337 students	7,475 students	8,088 students	4,770 students or more	Increase of 3,751 students 86% increase
1.43	Increase by 10% the number of students scoring at standard or above on the California Science Test (CAST). Source: CAST Results Maintain 100% TK-6 participation in Computer Literacy Classes. Source: Internal Data	Baseline 2024: The baseline will be established with the 2024 CAST results. • 5th grade: 17% • 8th grade: 25% • High School: 22% Baseline 2023-24: 100%	• 5th grade: 17% • 8th grade: 25% • High School: 22% 100%	5th - 17% 8th - 19% HS - 24% 100%	CAST: • 5th grade: Baseline + 10% • 8th grade: Baseline + 10% • High School: Baseline + 10% Computer Literacy: 100%	5th - Same as baseline 8th - decreased 6% HS - increased 2% Maintained baseline
1.44	All 6th-grade students will continue to have the opportunity to attend Outdoor Education. Source: Internal data Increase student access by expanding the GATE program to all elementary schools. Source: Internal data	2023-24 Baseline: All 6th-grade classes participated 2023-24 Baseline: 9 GATE classes	All 6th-grade classes participated 12 GATE Regional Classes and 28 Cluster Classes	All 6th-grade classes participated 12 GATE Regional Classes and 50 Cluster Classes	Outdoor Ed: All classes participate Gate: 9 or more classes	Maintained Baseline Increased by 43 classes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.45	Participation in Esports will maintain or increase. Source: Internal data	Baseline 2023: 1,346 unduplicated students	1,364 unduplicated students	546 unduplicated students *Program hours change allowed for less participation.	1,346 students or more	Decreased by 800 students* *Program hours change allowed for less participation
1.46	Decrease by 3% the percentage of students with disabilities scoring at the "well below benchmark" range as measured by the DIBELS 8 BOY to EOY subtest assessment. • Kinder: PSF • 1st grade: NWF/WRC • 2nd grade: NWF/WRC • 3rd grade: NWF/WRC • 4th grade: ORF • 5th grade: ORF • 6th grade: ORF Source: mClass Data	Baseline is the BOY for each year 2024-25 School Year K: 43% 1st: 28% 2nd: 38% 3rd: 48% 4th: 30% 5th: 36% 6th: 35%	K: Decreased 30% MET 1st: Increased 7% Not Met 2nd: Decreased 9% MET 3rd: Decreased 9% MET 4th: No Change Not Met 5th: Decreased 2% Not Met 6th: Decreased 14% MET	K: Decreased 13% MET 1st: Decreased 3% MET 2nd: Decreased 10% MET 3rd: Decreased 8% MET 4th: Decreased 1% Not Met 5th: Decreased 7% MET 6th: Decreased 9% MET	3% or greater decrease BOY to EOY	Baseline is the BOY for each year K: Decreased 13% MET 1st: Decreased 3% MET 2nd: Decreased 10% MET 3rd: Decreased 8% MET 4th: Decreased 1% Not Met 5th: Decreased 7% MET 6th: Decreased 9% MET
1.47	Graduation rate for students with disabilities will increase by 3%. Source: CA Dashboard	Baseline 2023: 73.3%	79.2%	81.1%	76.3%	Increased by 7.8%
1.48	All school sites will offer a broad course of study necessary for students to advance to the next grade level and meet graduation standards,	Baseline 2023-24: All school sites offer courses necessary.	All schools sites offer the necessary courses.	All schools sites offer the necessary courses.	All school sites offer courses necessary.	Maintained baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	including programs for unduplicated students. Source: PowerSchool					
1.49	Maintain or decrease the number of student expulsions. MODD	Baseline 2023-24: ELEM District: 1 student High School District: 5 students	ELEM: 2 students HS: 2 students	ELEM: 1 student HS: 3 students	ELEM District: 1 student or less High School District: 5 students or less	ELEM: Maintained baseline HS: -2 students
1.50	English Learner student progress will increase by 5% based on the CA Dashboard reporting. CA Dashboard	Baseline 2023: ELEM District: 46.3% High School District: 42.8%	ELEM: 52.8% HS: 40.9% CA Dashboard 2024	ELEM: 44.4% HS: 39.4%	ELEM District: 51.3% High School District: 47.8%	ELEM: decreased by 1.9% HS: decreased by 3.4%

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.

Overall, the actions and services outlined in LCAP Goal 1 have been implemented with fidelity across the district, with several notable expansions and a small number of areas requiring continued attention.

Instructional Core and Academic Achievement (Action 1.1)
Staffing for curriculum development and coordination was consistently maintained throughout the school year, enabling teachers to deepen their understanding of standards-aligned curriculum and effective lesson design. Prep Providers continued to support sites, allowing teachers to collaborate in analyzing student achievement data and planning instruction. The Williams Act criteria were met at 100% for all sites, maintaining the baseline standard for teacher assignments, curriculum, and facilities. Computer Science Standards participation remained at 100% for TK–6 students, and Character Trait lessons were delivered to all TK–6 students for the full ten-lesson cycle. Physical Fitness Testing was conducted in alignment with updated state guidance; Grade 5 participation held at 96.7%, Grade 7 declined slightly to 91.9%, and Grade 9 improved to 93.9%.

Academic performance data from the 2025 CA Dashboard reflects continued progress in ELA at both the elementary and high school levels, with elementary DFS improving to -46.5 (from a baseline of -65.1) and high school DFS improving to -16.2 (from -21.9). Math performance also showed continued growth, with elementary DFS at -75.0 (from -89.9) and high school at -110.9 (from -121.4). Early literacy data for Year

2 reflects a new phonemic awareness screener was introduced in 2025-26, establishing a new baseline of 51% for TK/K students — making direct year-over-year comparison with the prior screener not applicable. Kindergarten DIBELS phonemic awareness scores declined to 50% from 58%, a decrease of 6% from baseline, indicating this remains an area of focus. RISE program data for 2025-26 year shows strong results across ELA composite scores at the elementary level, with the majority of grade levels showing 15% or more growth from pre- to post-assessment. Math RISE results showed more variability, with 1st and 2nd grades performing well but 3rd through 6th grades showing lower rates of students meeting the 15% growth target, suggesting a need for continued refinement of the math intervention model.

College and Career Readiness (Action 1.2)
College and Career Readiness indicators showed significant progress. The CCI "prepared" rate rose to 41.4% by Year 2 (from a 2023 baseline of 31%), reflecting a 10.4% improvement. The graduation rate reached 92.9%, achieving Green status on the CA Dashboard, up from an 89.9% baseline. UC/CSU a-g completion improved to 40.5% of cohort graduates, up from 37.6%. The State Seal of Biliteracy continued to grow, with 320 students receiving the SSB in Year 1 (24-25), representing a 121-student increase from baseline. AVID seniors meeting a-g requirements held steady at 80.2% in Year 2, well below the 98% target, indicating this metric remains a significant area of concern despite positive trends. Eight-grade AVID students earning a "C" or higher in honors courses reached 90.2% in Year 2, far exceeding the baseline of 46% and the 56% target. AP exam access was maintained at 100% for enrolled students, and the percentage of students scoring 3 or higher on AP exams increased to 59%, a 9-point gain from the 50% baseline. CTE pathway completion grew substantially, with 993 eligible students in Year 2, representing approximately a 60% increase from the 617-student baseline. SchooLinks four-year plan completion reached 97% of high school students, exceeding the 95% target. JROTC two-year completion declined to 51% in Year 2 from a 62% Year 1 rate, falling below the 75% target and below baseline, indicating a challenge that merits further review. Summer school course completion for grades 9–12 expanded significantly, with 4,754 courses completed in Year 2, well above the baseline of 2,926.

Significant efforts were focused on the rollout of “Map Your Mission.” Map Your Mission was created to raise awareness of how students can be College and Career Ready. Throughout the year, presentations were held providing information to students, parents, and staff. Videos were created to promote the eight routes to readiness to be considered College and Career Ready.

English Learner Support (Action 1.3)
EL-focused actions continued to yield positive outcomes. ELA DFS for English Learner students improved at both the elementary (-73.3, up from -90.0) and high school (-93.7, up from -112.3) levels. Math DFS for EL students also improved, with elementary at -98.2 (from -111.6) and high school at -174.5 (from -204.8). EL reclassification rates increased substantially in Year 1, with TK-6 at 8.1%, grades 7-8 at 21.5%, and 9-12 at 14.0% — all well above baseline rates of 4.2%, 7.5%, and 6.1%, respectively; Year 2 data is pending. ELPAC testing completion rates remained slightly below the 100% target, with Year 1 results at 97.06% elementary and 94.32% high school; the Newcomer program assessment reached 100% compliance. DLA enrollment held stable at approximately 508 students. ELPAC band data for Year 2 shows Level 1 increased slightly at both elementary and high school, while Level 4 (the highest proficiency) declined at both levels, suggesting that while the number of students entering the pipeline is growing, movement toward full proficiency remains a challenge. English Learner progress on the CA Dashboard declined at both the elementary (44.4%, down from a 52.8% Year 1 result) and high school (39.4%, down from 40.9%) levels, which represents a concerning reversal and will require focused attention in the coming year.

Multi-Tiered System of Support (Action 1.4)
MTSS implementation continued to expand, with the number of sites offering MTSS growing to 24 by Year 2, up from the 22-site baseline. DIBELS data for Year 2 shows Kindergarten, 2nd, and 3rd grades meeting the 3% reduction target, while 1st, 4th, 5th, and 6th grades have

not yet met the goal — consistent with Year 1 trends where upper elementary grades present a persistent challenge. For students with disabilities, DIBELS outcomes in Year 2 are mixed: Kinder and 2nd grade are meeting targets, while 1st, 4th, 5th, and 6th grades are not.

Chronic absenteeism declined meaningfully from the 2023 baseline, with TK-8 rates dropping to 16.0% and high school to 20.37% in Year 2 — improvements of 13.7 and 7.13 percentage points from baseline, respectively. However, site-level attendance at 96% or above remains a significant challenge, with only 1 site achieving this threshold in Year 2, down from 3 sites in Year 1. Suspension rates continued to improve, with elementary rates declining to 2.8% and high school to 3.8%, both showing improvement from baseline. The high school dropout rate declined to 1.7% at Year 2, and junior high had 0 dropouts for the second consecutive year.
Expanded ELOP funding was applied to RISE, Remediation, Saturday School, and Summer School, including the addition of high school students to ELOP-funded programming, which was not originally planned.

The “Be the Change” initiative, a districtwide movement, was created to promote positive, inclusive, and student-driven school communities. The districtwide effort empowers students, staff, and families to help shape safe, welcoming environments where everyone feels valued, school pride is strong, and meaningful change is possible.

Student Enrichment and Engagement (Action 1.5)
Enrichment programs continued to expand significantly. Summer enrichment participation reached 3,696 students in Year 2, a 56% increase from the 2,368-student baseline. ASES/Expanded Learning participation grew to 8,088 students in Year 2, nearly doubling from the 4,337-student baseline. Junior High athletics offerings held at 9 sports programs per site, well above the minimum 5-program target. GATE cluster classes expanded to 50 in Year 2, up from 6 at baseline. Outdoor Education continued for all 6th-grade classes across all 22 elementary sites. STEM/STEAM course offerings at the junior high level grew from 6 to 20 courses, and high school unique offerings increased to 78. Esports participation declined to an estimated 553 unduplicated students at Year 2 due to a structural change: starting in 2025-26, the program moved fully under Expanded Learning and discontinued open lab sessions, which accounts for much of the apparent reduction from the 1,364-student Year 1 figure. VAPA continues to grow throughout the district, with students continuing to participate in Gallo performances, instrumental music, and vocal music performances.

CAST science scores at the 8th-grade level declined to 19% (from a 25% baseline), while high school improved slightly to 24% (from 22%), and elementary held flat at 17%. PLTW/Project Lead the Way participation declined from 7 to 3 sites in Year 2.

Students with Disabilities (Action 1.6)
The graduation rate for students with disabilities increased to 81.1% by Year 2, up from the 73.3% baseline — a gain of 7.8 percentage points, significantly exceeding the 3% annual improvement target. General education access continued to improve as inclusion practices were refined across the district. DIBELS outcomes for students with disabilities remain mixed, with some grade levels meeting targets and others not, consistent with the broader MTSS data.

Summary of Key Challenges
Across Goal 1, several persistent challenges merit focused attention in 2026-27: the student climate survey shows opportunity for connectedness and safety; AVID senior a-g completion rates remaining far below target; English Learner progress indicator decline on the CA Dashboard; ELPAC Level 4 proficiency movement; site-level attendance at 96% remaining an outlier; upper elementary DIBELS

outcomes for both general education and students with disabilities; and JROTC two-year completion rates. Chronic absenteeism, while improved from prior years, continues to affect school climate and student outcomes across California and within MCS.

Summary of Key Successes
Significant successes include: substantial growth in the graduation rate overall and for students with disabilities; expansion of CTE pathway completions; strong gains in UC/CSU a-g completion; growth in State Seal of Biliteracy recipients; reduction in suspension rates; meaningful improvement in chronic absenteeism rates; near-doubling of Expanded Learning participation; strong RISE ELA growth outcomes at the elementary level; increases in EL reclassification rates; and consistent Williams Act compliance.

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.

Actual expenditures exceeded budgeted expenditures primarily due to increased implementation of Action 1.4 (MTSS and Intervention Supports) and Action 1.5 (Student Enrichment and Expanded Learning Opportunities). Additional ELOP funding was used to expand RISE, remediation, Saturday School, and Summer School services, including services for high school students that were not originally planned. Expenditures under Action 1.4 also increased due to expanded counseling and student support services through the Center for Human Services contract. In addition, expenditures for Action 1.5 increased because Proposition 28 carryover funds from prior years were available and expended during the year but were not included in the original budget. Expenditures under Action 1.2 (College and Career Readiness) increased due to expansion of the Map Your Mission initiative.

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

The effectiveness of the actions varied across different instructional areas and actions.

Academic Performance & Core Instruction (Action 1.1)
- Status: Effective, but uneven.
- Successes: Test scores in English (ELA) and Math improved at both elementary and high school levels. Programs like RISE helped younger students significantly improve their reading skills.
- Challenges: While scores are rising, they are still below long-term targets. Long-Term English Learners (LTELs) and Homeless high school students saw their scores decline, underscoring the need for more specialized support.

College & Career Readiness (Action 1.2)
- Status: Highly Effective.
- Successes: Graduation rates reached a "Green" status (92.9%), and CTE program completion jumped by 60%. More students are passing AP exams, and record numbers are earning the Seal of Biliteracy.
- Challenges: While middle school AVID students are doing great in honors classes, AVID seniors are struggling to complete all college-entry (a-g) requirements. JROTC enrollment also dropped.

English Learner (EL) Progress (Action 1.3)

- Status: Mixed Effectiveness.
- Successes: The rate of students becoming fluent in English (reclassification) doubled or even tripled across most grade levels since baseline.
- Challenges: Recent data shows a dip in overall English progress on the California Dashboard. Like the general population, "Long-Term" English Learners are not progressing as fast as newer EL students.

Student Support & MTSS (Action 1.4)
- Status: Effective.
- Successes: Chronic absenteeism dropped sharply, and suspension rates are down. This shows that attendance liaisons and behavioral coaches are making a difference.
- Challenges: While district-wide attendance is better, individual school sites are still struggling to reach the 96% daily attendance goal. Student survey results showed a decline in students' perceptions of the school climate.

Enrichment & Inclusion (Actions 1.5 & 1.6)
- Status: Highly Effective.
- Successes:

o Enrichment: Participation in summer school and after-school programs nearly doubled. STEM/STEAM courses in junior high tripled.
o Special Education: The graduation rate for students with disabilities increased by nearly 8%, a major success attributed to better inclusion in general education classrooms.

- Challenges: Science scores for 8th graders dropped, and participation in the "Project Lead the Way" (PLTW) program decreased.

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.

College and Career has been renamed "Map Your Mission," and PBIS has been renamed "Be the Change." Metric 1.14 was discovered to have an incorrect baseline. The baseline and reporting data have been updated to reflect accurate information. No other changes are being made to actions or metrics for Goal 1 for the coming year.

Action 1.3 will not be an LREBG item.

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	Ensure every student has a guaranteed instructional program - not by chance, but by design - as outlined in the Instructional Core.	Academic Achievement: ELA • Instruction aligned to the standards* • Professional Development* • Effective use of research-based instructional practices* • Lesson Design* • Increase teachers' capacity to use data to drive their instruction • Evaluate benchmark assessments for alignment with the standards and the level of rigor • Collaboration with CA Ed. Partners work in ELA focused on rigor and equitable grading practices Academic Achievement: Math • Instruction aligned to the standards* • Professional Development* • Effective use of research-based instructional practices* • Lesson Design* • Increase teachers' capacity to use data to drive their instruction • Evaluate benchmark assessments for alignment with the standards and the level of rigor • Collaboration with CA Ed. Partners work in Math focused on rigor and equitable grading practices • Effective use of the eight mathematical practices: SWUN math contract for TK-8 sites* • Support the team-teaching model Early Childhood Development/Early Literacy • Provide a robust ECE program focused on a literacy-rich environment and kindergarten readiness • Identify students at risk of reading difficulty and provide intervention Full-Day Transitional Kinder/Kindergarten/Early Literacy • Provide a robust TK program • Identify students at risk of reading difficulty, provide intervention, and monitor student progress • Provide TK/K paraprofessionals • Support TK/K collaboration	$20,270,879.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Site Administrators • Provide school sites with supplementary administrator support* Instructional Technology • Maintain Instructional Technology Coach • Maintain Digital Instructional Resources Coordinator • Maintain Computer Literacy Teachers at the elementary level • Support Next Generation Science Standards • Software Licenses* K-6 Prep Providers • Provide teachers time for lesson planning • Provide PE lessons • Provide Social Science Lessons • Provide Science Lessons • Provide Character Trait Lessons Curriculum Coordinators • Maintain curriculum coordinators Physical Fitness • Fund PD equipment for TK-12 Williams Act • Teachers appropriately assigned • Teachers appropriately credentialed* • Standards-aligned instructional materials* • School facilities are maintained in good repair * LREBG Actions previously identified in the LCAP that align with the LREBG needs assessment and allowable use of funds. Studies have shown that teachers' focus on lesson delivery and monitoring for understanding have a direct influence on student outcomes and achievement. Metrics being used to monitor the action: Metrics 1.1 and 1.2.		

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting these actions: $313,150		
1.2	Increase the number of students being identified as "prepared" in the college/career indicators, as outlined in the California State Dashboard.	State Seal of Biliteracy (SSB) • Provide information to students and staff to increase the number of students who qualify for the Seal of Biliteracy • Increase student participation in 4 years of a World Language (or equivalent) • Create a district-wide assessment pathway • Support assessment of students Increase College & Career Readiness: "Map Your Mission" for All Students/ College Credit Course Opportunities • Increase college credit courses/Dual or Concurrent Enrollment course offerings • Provide funding for the purchase of equipment and textbooks • Provide funding for teacher PD and training for MCS teachers who can teach a college course or college professors teaching on High School campuses • Provide funding for Career Exploration curriculum TK-12.* • Provide first-look opportunities during summer session* • Provide counselor and administrator training on CTE pathways with a focus on completion • Continue to develop data tracking systems to disaggregate data for student groups* • Provide parent training on college and career readiness indicators • Support Adult Education • Maintain licensing for virtual options for students* College & Career Readiness Preparation and Assessments • Provide funding/access for high school students to take college or career readiness assessments selected/administered by the district to ensure equitable access. • Provide test preparation materials, teacher professional development, college/career/military information workshops, college readiness events, incentives, and other related materials.	$22,119,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
		UC/CSU Eligibility • Transcript Evaluation Service (TES) a-g report each semester • Maintain funding for TES services • Ensure courses are a-g approved • Quarterly review of grade data to provide support, intervention, and placement • Funding for curriculum for a-g remediation • Funding for the TK-12 College Readiness Platform to provide course planning and college preparation • Provide parent training on a-g requirements • Provide funding to support student registration for assessment tests AVID • Maintain funding for AVID sites* • Provide funding for the expansion of AVID in secondary school sites • Provide funding for the expansion of AVID in elementary schools IB and AP • Maintain funding and increase student diversity in IB and AP. • Maintain 0.40 FTE IB Coordinator • Provide test preparation material and teacher professional development • Provide funding to support test administration • Provide free/reduced AP/IB tests for all students enrolled in those classes. • Provide funding for AP prep and testing for 8th-grade students in the Bret Harte/Hanshaw MCS Dual Language Program Counselors • Funding for 7-8 counselors for at-promise student groups* • Funding for High School College Counselors* • Counselors for at-promise student groups* • High School Counselor for G230 Academy • High School Counselor for Elliott * • Maintain a counselor ratio of 650:1 or less*		

Action #	Title	Description	Total Funds	Contributing
		Career Technical Education (CTE) • Funding to support CTE pathways • Work Experience • CTE positions • Career Navigators* • Increase internships and certifications • Support Adult Education Career Awareness • Provide funding for Career Exploration curriculum K-12* • Provide funding for career exploration activities K-12* • College & Career Readiness Platform funding* Junior Reserve Officers' Training Corps (JROTC) • Maintain a JROTC military leadership program at Beyer High School * LREBG Actions previously identified in the LCAP that align with the LREBG needs assessment and allowable use of funds. Studies have shown that a focus on career opportunities encourages student performance and attendance and leads to higher graduation rates among all student groups. Metrics being used to monitor the action: Metrics 1.11 and 1.12 LREBG Funds supporting these actions: $2,244,165		
1.3	Increase the percentage of English learners who reclassify prior to becoming long-term English learners and decrease the percentage of long-	ELPAC • Provide TK-6 teachers with designated/integrated ELD PD* • Provide 7-12 ALD teachers with designated ELD PD* • Provide 7-12 teachers with integrated ELD PD* • Provide ELPAC training for educational partners (admin/classified/ certificated/parents/ counselors)* • Staff to support ELPAC assessments	$7,127,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
	term English learners.	Academic Achievement ELA and Math • Effective use of research-based instructional practices* • Lesson Design* • Increase teachers' capacity to use data to drive their instruction* • Provide Sheltered Instruction Observation Protocol (SIOP) training for 7-12 social science and science teachers. • ALD Support* • EL Summer School* Reclassification • Provide TK-6 teachers with designated/integrated ELD PD* • Provide 7-12 ALD teachers with designated ELD PD* • Provide 7-12 teachers with integrated ELD PD* • Provide ELPAC training for educational partners (admin/classified/ certificated/parents/ counselors)* • Effective use of research-based instructional practices* • High student engagement • Provide training for parents on reclassification English Learner Department and Assessment Center • Staff for EL department and Assessment Center • Staff ensures EL assessments are administered to meet state guidelines • Staff provides fidelity for the administration of EL assessments (identification and progress) • Support for DELAC and ELAC Maintain/Increase Newcomer and Refugee/Asylum Seeking Students Support Staff • Staff ensures Newcomer and Refugee/Asylum Seeking students are supported • Staff ensures parents of Newcomer and Refugee/Asylum Seeking students are supported through meetings (1-1 and group) Dual Language Academy (DLA)		

Action #	Title	Description	Total Funds	Contributing
		• Provide information to English learner educational partners (students/parents/ counselors/teachers/admin) to increase the number of students who qualify for the SSB • DLA Coordinator • Provide transportation • Provide enrichment and interventions for EL students • Provide assessment center testers • Provide professional development for DLA certificated and classified staff Newcomer Program: Language Institute • Provide transportation • Provide supplemental support staffing (i.e., bilingual instructional assistants/ paraprofessionals, etc.)* • Provide sustained EL-specific Professional Development for all staff(certificated and classified) * • Provide services that address the unique needs of EL students new to English, recent immigrants, asylum-seeking/refugee students, and students with limited instruction or formal education*		
1.4	Develop (Grades 7-12) and refine (Grades TK-6) Multi-Tiered System of Support for all students.	Intervention/MTSS* • Provide staff for Student Support Services • Provide staff to support intervention/MTSS programs • Maintain/Increase the number of MTSS sites • Multi-Tiered System of Support (MTSS) Intervention Curriculum & Materials • Provide supplemental materials for intervention • Social-Emotional Learning Program • Intervention Centers • Paraprofessionals • Summer Bridge / Specialized Programs • Student Success Team Training/ Support • Summer School Remediation • Extended Summer School • Support for after-school tutoring programs	$39,395,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Mentorship 7-12: “Improve Your Tomorrow” • Student Services Administrator 7-12 • Identify students at risk of reading difficulty, provide intervention, and monitor student progress • Increase teachers’ capacity to use data to develop their instruction • Through collaboration, identify the best practices to meet the diverse needs of student groups • "Be the Change" Mental Health/Social-Emotional Support* • Student Assistance Specialists • Behavior Clinician/Social Work Counseling Services • PBIS/RP Training and Support • Behaviorists • Behavioral Coach/Specialist • Training • Consultant Agreements Support for Students Chronically Absent* • Student Assistance Specialists (SAS) • Attendance Liaisons • Intervention Centers • Behavioral Counseling • Health Clerks • Health Services Supplies • Additional Nursing Services • Foster/Homeless Liaison • Attendance Incentives • 7-12 Counselors • City Bus Transportation • Saturday School program and staff • Student Services Administrator 7-12 • School Support Managers TK-6 Attendance Rate • Student Assistance Specialists (SAS) • Attendance Liaisons • Attendance Campaign		

Action #	Title	Description	Total Funds	Contributing
		• Intervention Centers • Behavioral Counseling • Health Clerks • Health Services Supplies • Additional Nursing Services • Foster/Homeless Liaison • Attendance Incentives • 7-12 Counselors • Saturday School program and staff • Student Services Administrator 7-12 • School Support Managers TK-6 Suspension/Expulsion/Dropout Rate* • Behaviorists • Positive Behavior Intervention and Support • Cultural Competency & Diversity • Bus Monitors • Intervention Center Materials • Restorative Practices • Behavior Counseling/SAS • Foster/Homeless Liaison • Foster Youth Specialist • 7-12 Counselors • Incentives • Mentors • K-6 Campus Assistants • Additional Campus Supervisors at high-needs sites • School Safety Officers • Security Patrol Call Center Techs • Student Services Administrator 7-12 • School Support Managers TK-6 RISE • RISE Staffing - Certificated/ Classified • Curriculum/Supplies • Instructional Materials • Training for teachers and paras		

Action #	Title	Description	Total Funds	Contributing
		Remediation Programs* • Remediation Programs K-6 • Remediation Programs 7-8 • Remediation Programs 9-12 • Intersession • Summer School • G230 Academy • Saturday School Academies • K-12 before- or after-school tutoring • High School zero-period or eighth-period credit recovery or a-g remediation • eLearning * LREBG Actions previously identified in the LCAP that align with the LREBG needs assessment and allowable use of funds. Studies have shown that MTSS provides the support needed for students to succeed academically and emotionally. Chronic absenteeism is directly affected by the student's social-emotional state. Metrics being used to monitor the action: Metrics 1.29, 1.31, and 1.33 LREBG Funds supporting these actions: $2,640,000		
1.5	Ensure Students have diverse enrichment opportunities at all school sites.	Summer Enrichment • Teachers • Curriculum/Materials • Service Contracts • Bridge Class VAPA Opportunities • Provide funding for visual and performing arts programs • Instrument replacement and repair • Gallo Performances Athletics	$10,779,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Promoting athletics • Athletic Director FTEs • Provide funding for Middle/Junior High School athletic team equipment and uniforms • Providing funding for Middle/Junior High School athletic team transportation • Providing funding for High School athletic team transportation • Maintain junior high classified staffing to support the expansion of junior high activities & athletics • Provide opportunities for junior high students in athletic programs Activities • Promoting student engagement through activities • Activities Director FTEs • Provide professional development for activities directors • Maintain junior high classified staffing to support the expansion of junior high activities & athletics Expanded Learning Programs (EXLP) • Director • Paraprofessionals • Site Coordinators • Supplies/Materials • Program Staff STEM/STEAM • Support STEM/STEAM activities in grades TK-6 • Support STEM/STEAM activities in grades 7-8 • Support STEM/STEAM activities in grades 9-12 • Software to support STEM/STEAM Elementary Enrichment and GATE • Provide Outdoor Education for grade 6. • Support the GATE program Enrichment 7-12 • Promote enrichment activities at the 7-12 level • Provide opportunities for Esports at the 7-12 level		

Action #	Title	Description	Total Funds	Contributing
1.6	Increase access to general education for students with disabilities, including students with disabilities who are also English Learner students, Socio-economically Disadvantage students, and foster youth, through inclusionary practices.	Increase General Education Access for Students with Disabilities • Instructional Coach • Paraprofessionals • Substitutes • Support/Coaching • Technology • Training/PD • Inclusion Specialists • Inclusion Coordinator Increase the Graduation Rate for Students with Disabilities • Inclusion specialists • Instructional Coach • Paraprofessionals • Substitutes • Support/Coaching • Technology • Training/PD • Student Services Administrator 7-12	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all employees have access to high quality professional development to support the MCS Vision.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through collaborative educational partner input, Modesto City Schools has identified the district's Strategic Goals (also the LCAP Goals).

The district has developed this goal to prioritize the professional development of its employees for several important reasons:

By focusing on professional development in the Instructional Core, the district aims to improve teaching strategies and methodologies. This directly impacts student learning outcomes by ensuring educators are equipped with the best practices to support all learners.

Continuous professional development is essential for the growth and advancement of all staff. By investing in staff development, the district supports positive student outcomes and provides opportunities for career growth within the organization, which can improve overall employee satisfaction and retention.

Training staff to support students in developing the MCS Character Traits, and attaining the Seal of Biliteracy, and Seal of Civic Engagement shows a commitment to holistic student development. It ensures that educators have the tools and knowledge to foster character, language proficiency, and civic engagement among students.

In the modern educational landscape, technology is a vital tool for teaching and learning. Providing training in educational technology helps educators incorporate tech tools effectively into their lessons, enhancing the instructional core and preparing students for the digital world.

Equity in education is a critical goal for ensuring all students have fair and equal opportunities to succeed. By embedding equity and access into professional development, the district is working to eliminate disparities in education and support its vision of an inclusive learning environment.

Overall, this goal reflects the district's commitment to the growth and excellence of its staff, recognizing that well-supported educators directly contribute to positive student outcomes. It aims to empower all staff with the skills and knowledge needed to create an equitable, engaging, and effective learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	100% of Designated ELD staff will attend regular and ongoing English Learner Professional Development (PD). (LREBG) Source: PD Catalog	Baseline 2023: 100%	100%	100%	100%	Maintained baseline
2.2	100% of certificated staff will have access to regular and ongoing PD focused on the Instructional Core. (LREBG) Source: PD Catalog	Baseline 2023: 100%	100%	100%	100%	Maintained baseline
2.3	100% of classified staff will have access to PD that qualifies for the PD initiative. Source: PD Catalog	Baseline 2023-24: 100%	100%	100%	100%	Maintained baseline
2.4	100% of certificated staff will have access to professional development and	Baseline 2023-24: 100%	100%	100%	100%	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	coaching support. (LREBG) Source: PD Catalog					
2.5	Maintain a PD Catalog, providing relevant PD opportunities to 100% of all MCS Staff. Source: PD Catalog	Baseline 2023-24: Catalog maintained and updated	Catalog maintained and updated	Catalog maintained and updated	Catalog maintained and updated	Maintained baseline
2.6	90% of induction candidates will complete the Induction Program. Source: Internal Tracking	Baseline 2023-24: 100%	100%	100%	90% or greater	Maintained baseline
2.7	85% of all eligible participants in each area of the Pipeline will demonstrate a rating of "effective" on the CPSELs. Source: Internal Data	Baseline 2023-24: 83%	91%	82%	85%	Decreased 1% from baseline
2.8	Provide opportunities quarterly in the PD Catalog for teachers to access professional development related to inclusionary practices within their classroom. Source: PD Catalog	Baseline 2023-24: 68 PD sessions	70 PD Sessions	98 PD Sessions	68 or more PD sessions	Increase of 30 sessions
2.9	Provide quarterly professional development for special	Baseline 2023-24: 20 Quarterly PD provided	40 Quarterly PD Provided	60 Quarterly PD Sessions	Quarterly PD provided	Increased baseline by 40 sessions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	education teachers on inclusion support for students with disabilities in the general education environment. Source: Internal Tracking					
2.10	Provide bridge credentialing in extensive needs and supports and added authorizations for eligible candidates. Source: Internal Tracking	2023-24 Baseline: 0	41	0	1 or more	Same as baseline
2.11	100% of staff will have access to Restorative Practices training. Source: PD Catalog	Baseline 2023-24: 100%	100%	100%	100%	Maintained baseline
2.12	Character Trait lessons will be conducted on a monthly basis for all TK-6 students. Source: Pacing Guide	Baseline 2023-24: 10 lesson conducted	8 lessons	10 lessons	10 or more lessons conducted	Decrease of 2 from baseline
2.13	The number of students earning the State Seal of Civic Engagement (SSCE) will increase by 15%. Source: Internal Data	Baseline 2023: 55 students	24 students	44 students	83 students	Decrease of 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Senior graduates receiving the SSCE will increase by 15% each year. Source: Internal Data	Baseline 2023: 52 students	24 students	44 students	79 students	Decrease of 8 students
2.15	Survey data will indicate that 99% of teachers report positive training related to the integration of technology into their instruction. Source: EdTech PD Survey	Baseline 2023-24: 97.7%	97.6%	99%	99%	Increased 1.3%
2.16	Provide personalized coaching to 350 teachers (TK-12) on integrating technology into the instruction aligned to the Instructional Core. Source: ConnectHub.io	Baseline 2023-24: 300 teachers	339 teachers	374 teachers	350 teachers	Increased 74 teachers
2.17	100% of staff will have access to ongoing PD opportunities focused on equity. Source: PD Catalog	Baseline 2023-24: 100%	100%	100%	100%	Maintained baseline
2.18	100% of EL students will have access to the EL Standards. Source: Internal Data	Baseline: 2023-24: 100%	100%	100%	100%	Maintained baseline

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 planned actions for Goal 2 were successfully implemented across all five action areas, with most metrics meeting or maintaining their established baselines and several exceeding targets by year-end.

Action 2.1 — Engaging Staff in Professional Development in the Instructional Core
Universal participation in professional development continued district-wide, with 100% of Designated ELD staff, certificated staff, and classified staff maintaining access to relevant and ongoing PD through the PD Catalog, which remained current and updated throughout the year. EL-focused professional development, including Designated and Integrated ELD training and SIOP participation, continued to meet targets. DIBELS implementation remained strong, with 99% of TK-6 teachers trained and implementing literacy measurement in their classrooms. Critical Reading Routine Training, LETRS, Lesson Studies in grades 7-12, and Swun coaching all showed continued growth. The Classified PD Coordinator and Classified PD Trainer continued to expand PD offerings for classified staff, including monthly onboarding sessions for new hires and individualized support sessions. Induction program completion remained at 100%.

Action 2.2 — Building Staff Capacities and Career Advancement
Progress in leadership development and inclusionary practices professional development was a highlight this year. The percentage of eligible pipeline participants rated "effective" on the CPSELs was 82% at year 2, consistent with the prior year-end result, against a target of 85% — an area that will require continued focus heading into Year 3. PD sessions related to inclusionary practices in the general education classroom increased significantly, with 89 sessions offered in Year 2 compared to a baseline of 68 and a Year 1 total of 70, representing meaningful growth beyond the original targets. Quarterly PD for special education teachers on inclusion support reached 48 sessions in Year 2, up from 40 in Year 1 and a baseline of 20, reflecting the district's deepened commitment to inclusive practices. Bridge credentialing in extensive needs and supports, which launched with 41 completions in Year 1 after a baseline of zero, recorded fewer completions for Year 2 due to the large number of completions in Year 1; this program will be closely monitored to ensure continued offerings and eligible candidate participation. The induction and administrator credentialing program continued to grow, with over 100 teachers and 32 administrators participating with MCS mentor support.

Action 2.3 — Empowering Staff to Support Student Development
Character Trait lesson implementation reached its target of 10 lessons for TK-6 students in Year 2. This progress reflects the effectiveness of renewed focus and planning in this area. The number of students earning the State Seal of Civic Engagement (SSCE) increased to 83 students in Year 2, up from 24 in Year 1 and surpassing the 2023 baseline of 55, demonstrating strong momentum. These results suggest that training and awareness efforts around the SSCE are producing measurable gains, though reaching the 15% annual growth target will require ongoing attention and systematic outreach.

Action 2.4 — Training and Support in Educational Technology
Technology integration professional development continued to show strong results. Survey data indicated that 99% of teachers reported positive training related to the integration of technology into instruction, meeting the Year 2 target and reflecting an increase from the 97.6% result in Year 1. Personalized EdTech coaching reached 244 teachers at mid-year 2, with a year-end target of 350 teachers; continued

progress through the remainder of the year is expected to meet or approach this goal. Substitute staffing challenges continued to present a logistical obstacle to some in-person PD sessions, though thoughtful scheduling and planning minimized disruptions.

Action 2.5 — Professional Development Focused on Equity and Access
100% of staff continued to have access to equity-focused professional development through the PD Catalog, maintaining the baseline established in prior years. Equity PD offerings continued to expand in both breadth and availability, with in-person and virtual options allowing broad participation across the district. This commitment to embedding equity and access into professional learning directly supports the MCS Vision of an inclusive learning environment for all students, with particular attention to the needs of English learners, foster youth, and students with disabilities.

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.

Actual expenditures exceeded budgeted expenditures primarily due to increased implementation of Action 2.1 (Professional Development) and Action 2.2 (Staff Capacity Building and Career Development). Additional expenditures were incurred for professional development services to support instructional quality and leadership development. Expenditures for Action 2.2 also increased because more teachers and administrators participated in induction programs, resulting in higher induction stipend costs than originally budgeted.

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

The professional development actions under Goal 2 were largely effective in advancing the district's commitment to high-quality, equitable learning environments for all students. Across all five action areas, the overall impact was positive, with most metrics meeting or exceeding targets and several showing meaningful improvement over prior year results.

Action 2.1 — Engage Staff in PD in the Instructional Core
This action continued to demonstrate broad effectiveness. Universal participation rates were maintained across certificated and classified staff, and the PD Catalog continued to expand in both course offerings and delivery formats. EL-focused professional development met all targets, with Designated and Integrated ELD training, SIOP participation, and EL coach support all showing continued strength. Literacy and mathematics training remained highly effective, with DIBELS implementation sustained at 99% of TK-6 teachers and multiple coaching and curriculum partnerships continuing to grow year over year. The ongoing expansion of classified staff PD — supported by the Classified PD Coordinator and Trainer — was a notable strength, increasing access and relevance of professional learning for non-certificated staff across the district.

Action 2.2 — Build Staff Capacities and Career Advancement
This action showed strong results in several areas while identifying one metric in need of continued attention. Inclusionary practices PD significantly exceeded targets, with 89 sessions provided for general education teachers and 48 quarterly sessions for special education teachers, both well above their respective baselines. The induction program continued to achieve 100% completion, and the administrator credentialing program grew in both teacher and administrator participation. Leadership development through the Principal Pipeline, Leaders in Learning, and related programs continued to show positive outcomes. However, the percentage of pipeline participants rated "effective" on

the CPSELs remained at 82% in Year 2, below the 85% target. This result warrants a closer review of coaching supports and assessment calibration within the pipeline to identify where additional targeted development may be needed. Bridge credentialing also requires monitoring, as no completions were recorded at the Year 2 following 41 completions in Year 1; ensuring consistent program availability and eligible candidate identification will be a priority.

Action 2.3 — Empower Staff to Support Student Development
This action demonstrated meaningful recovery and growth in Year 2. Character Trait lesson implementation returned to the target of 10 lessons for TK-6 students after falling to 8 in Year 1, indicating that instructional planning and provider preparation efforts were effective. SSCE outcomes improved substantially, with both total SSCE recipients and senior graduates receiving the seal surpassing their 2023 baselines. These gains suggest that staff training and awareness efforts around the SSCE are translating into increased student participation and completion. Continued outreach to students and staff — particularly at the site level — will be important to sustaining this growth and working toward the 15% annual increase target.

Action 2.4 — Training and Support in Educational Technology
This action was highly effective, with teacher satisfaction in technology integration training reaching the 99% target in Year 2. Personalized EdTech coaching showed strong mid-year progress, with 244 of the 350 teacher target reached by mid-year. The embedded coaching model through EdTech liaisons and ConnectHub.io continued to provide individualized, job-embedded support that teachers found valuable. Substitute staffing remained a logistical challenge for some in-person sessions, but the availability of virtual PD options helped mitigate access gaps. Reaching the full 350-teacher coaching target by year-end will confirm the sustained effectiveness of this action.

Action 2.5 — Professional Development Focused on Equity and Access
This action was effective in maintaining universal access to equity-focused professional development and continuing to expand available offerings. Staff across all roles and sites participated in equity PD through both in-person and virtual formats. While this metric reflects access rather than a specific outcome measure, the continued growth of equity PD offerings — in alignment with Actions 2.1 and 2.2 — supports the district's broader efforts to reduce disparities and build a more inclusive professional culture. Survey feedback and site-level participation data continue to reflect strong engagement with these offerings.

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

No substantive revisions are being made to the goal statement, actions, or metrics for the coming year. The five action areas have proven responsive to the professional development needs of MCS staff and continue to address the instructional, leadership, and equity priorities identified through educational partner input. The following targeted adjustments and areas of focus are noted for 2026-27 based on reflection on prior practice:

The CPSELS effectiveness metric (2.7) will receive increased attention in the coming year. With Year 2 results holding at 82% against the 85% target, the district will examine whether coaching frequency, mentor calibration, or the pipeline participant cohort composition are

contributing factors. Additional supports or adjustments to the leadership coaching model may be considered if mid-year data does not show movement toward the target.

Bridge credentialing (Metric 2.10) will be closely monitored to ensure program continuity. Following 41 completions in Year 1 and no completions in Year 2, the district will confirm program scheduling, candidate eligibility pipelines, and site-level awareness to ensure this valuable pathway remains active and accessible.
SSCE growth (Metrics 2.13 and 2.14) will continue as an area of focus. While Year 2 results exceeded the 2023 baseline, reaching the 15% annual growth target will require more systematic tracking of student eligibility and completion timelines, as well as sustained outreach to teachers and counselors regarding SSCE requirements and opportunities.

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 staff in professional development in all areas of the Instructional Core, including supports for all learners utilizing Board-adopted curriculum, building strategies to engage all students using language and literacy, and supporting Professional Learning Communities focused on increasing positive student outcomes.	English Learner-Focused Professional Development (PD)* • Increase PD for teachers of English learner (EL) students and Long-term English learner (LTEL) students with a focus on Designated English Language Development • EL coaches • Increase PD for teachers of EL students and Long-term English learner (LTEL) students with a focus on Integrated English Language Development • Increase PD for site staff/administration of EL students and Long-term English learner (LTEL) students with a focus on parent/community outreach • Assessment of EL-focused PD for effectiveness Professional Development to Support the Effective Implementation of the Instructional Core* • Provide a current professional development catalog for all employees • Provide PD on how to develop and utilize assessments, curriculum, and instruction to support the Instructional Core • Tools to support PD • Fund to support PD Professional Development for Classified Staff	$6,259,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide PD for classified staff • Classified staff PD Trainer • Classified PD Coordinator Instructional Coaches and Curriculum Coordinators* • Provide PD on state standards and effective instructional practices for all students and student groups • Increase the ability to provide timely, relevant support and professional development to sites for curriculum and instructional needs * LREBG Actions previously identified in the LCAP that align with the LREBG needs assessment and allowable use of funds. Studies have shown that a focus on teacher development has a direct impact on student engagement and achievement. Metrics being used to monitor the action: Metrics 2.1, 2.2, and 2.4 LREBG Funds supporting these actions: we expect to spend $1.2 million for the 2026-2027		
2.2	Ensure all staff are building their capacities as professionals in support of improving positive student outcomes and building their skills to support potential career advancement within the organization.	Curriculum and Instruction/Professional Development (CIPD) • Maintain administrator support positions • Maintain Associate Superintendent for CIPD • Maintain clerical support for CIPD Induction Support/Administrator Credentialing Program • Provide mentors/coaches for new teachers • Provide mentors/coaches for new administrators Leadership Development • Increase leadership development participation for all administrators in building leadership capacity to provide school focus, building collaborative cultures, deepening learning in the classroom, and supporting internal/external accountability • Leaders in Learning (teacher leaders)	$1,295,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• New Administrator PD Workshops (new admin support) • Future Principals Workshops (AP/VP development) • Leadership Coaching Program (veteran principal coaching, developing, and mentoring program) Professional Development for Staff of Students with Disabilities • Developing professional skills and implementation of professional practices related to inclusionary practices • Bridge credentialling and added authorizations Restorative Practices PD • RP training for staff		
2.3	Empower staff with training opportunities to support students in their development of the MCS Character Traits and attainment of the Seal of Biliteracy and Seal of Civic Engagement.	Character Trait Instruction • Prep providers • Materials/supplies State Seal of Civic Engagement (SSCE)/State Seal of Biliteracy (SSB) • State Seal of Civic Engagement training/awareness • State Seal of Biliteracy training/awareness • Assessment support	$52,358.00	Yes
2.4	Ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core.	Education Technology Integration Training • Provide PD focused on utilizing technology to enhance teaching practices Personalized Educational Technology Coaching and Learning • Personalized EdTech Coaching and Liaisons for TK-12 teachers • Embedded PD for integrating technology in the classroom		Yes
2.5	Ensure professional development	Professional Development for Staff on Equity • Provide PD on equity for staff		Yes

Action #	Title	Description	Total Funds	Contributing
	opportunities are focused on embedding equity and access support the MCS Vision.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective District-wide communication for students, staff, families, and community partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative educational partner input, has identified the Strategic Goals (also the LCAP Goals) for the district.

The district developed this goal to address several key aspects of creating a positive and effective learning environment for all members of the school community.

Equity in education is a fundamental goal to ensure fairness and inclusivity for all students, regardless of their background or circumstances.

The Equity Task Force identified areas where the district can improve to ensure equal opportunities and support for all students.

Recognition is important for motivation and morale. By highlighting excellence, the district encourages a culture of achievement and celebrates the efforts of those who contribute positively to the school community.

Effective communication is essential for building trust and fostering a collaborative environment. By ensuring timely and accessible communication, the district aims to keep everyone informed and involved in discussions about student progress and important topics.

Creating a welcoming and customer-focused environment promotes a positive experience for students, families, and staff. This helps to build a sense of belonging and support within the school community.

Technology is a valuable tool for learning, but it needs to be balanced to ensure it is used effectively and does not detract from other important aspects of education. By maintaining and updating systems, the district can enhance teaching and learning experiences. Technology infrastructure needs to be reliable as the district increases its technology footprint.

Student input is crucial for understanding their needs and perspectives. Providing opportunities for students to give feedback on policies, practices, and procedures empowers them and helps the district make informed decisions that benefit the student body as a whole.

Overall, this goal reflects the district's commitment to creating a safe, inclusive, and engaging learning environment where all members feel valued and supported. It aims to address areas of improvement while also recognizing and promoting excellence within the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The number of parents participating in the Parents Making a Difference program will increase by 15%. Source: PMD Sign-in Sheets The number of parents participating in parent/community meetings related to English learners and Students with Disabilities will increase by 5%. Source: Internal Data	Baseline 2023-24: PMD: 494 Parents EL: 1,279 Parents SWD: 80 Parents	PMD: 978 Parents EL: 3,283 Parents SWD: 222 Parents	PMD: 894 Parents EL: 1,707 Parents SWD: 401Parents	PMD: 568 parents EL: 1,342 parents SWD: 84 parents	PMD: +484 Parents EL: + 428 Parents SWD: +321 Parents
3.2	The percentage of parents reporting that their school makes them feel welcome will increase by 15%. Source: Parent Survey	Baseline 2023-24: 73%	78%	79%	88%	Increased by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Increase by 15% the number of recognitions that occur at Board meetings, on social media, in E-News, in MCS website digital articles, and Modesto Bee articles. Source: Internal Data Analytics	Baseline 2023-24: 62	106	498	72 or more	Increase of 703%
3.4	Analytics will show a 10% increase in engagements on social media platforms. Source: Internal Data	Baseline 2023-24: 23,438 total • Facebook: 13,300 • Instagram: 7,200 • Twitter (X): 2,938	24,955 total • Facebook: 13,916 • Instagram: 8,132 • Twitter (X): 2,907	26,644 total • Facebook: 14,627 • Instagram: 9,145 • Twitter (X): 2,872	Total: 25,781 • Facebook: • Instagram: • Twitter (X):	Increased 13.7%
3.5	Increase parent participation and outreach district-wide by 10%. Source: PEO	Baseline 2023-24: 13,184	20,028 +51.9%	22,976 +70.0%	14,502	Increased 9,792 +70.0%
3.6	Parents responding that they feel welcome at their schools will increase by 15%. Source: Parent Survey	Baseline 2023-24: 73%	78%	79%	88%	Increased 6%
3.7	Maintain annual network uptime at or above 99% through security and infrastructure improvements.	Baseline 2023-24: 99%	99.83%	99.65%	99% or greater	Increased 0.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Analytics					
3.8	Ensure the replacement of 75% of student and staff devices by June 2027 by replacing 25% of student and staff technology devices annually. Source: Internal Reports	Baseline: Replacements will start with 2024-25 school year.	26% met annual goal	26%	75%	+26%
3.9	Maintain or increase the Help Desk customer satisfaction rating of 97%. Source: Solar Winds	Baseline 2023-24: 97%	98%	98.6%	97% or greater	Increased 1.6%
3.10	Implement a new data dashboard solution for teachers and administrators. Source: Data Dashboard	Baseline 2023-24: Not created	New data dashboard completed and implemented.	New data dashboard completed and implemented.	Dashboard implemented	Completed.
3.11	Develop and implement a solution to track and analyze application usage. Source: Internal Tracking	Baseline 2023-24: Not developed	Testing prototype	Testing prototype	Developed and implemented	In process
3.12	Increase student participation in the School Climate Survey by 5% annually.	Baseline 2023-24: Participation: 4,842 students	Participation: 8,525 students Feel Safe: 57%	Participation: 12,050 students Feel Safe: 60%	Participation: 5,605 students Feel Safe: 46%	Participation: Increased 248% Feel Safe: Increased 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Increase by 3% annually the number of students in grades 6-12 who feel safe as reported on the School Climate Survey. Increase by 3% annually the number of students in grades 6-12 who feel a part of the school as reported on the School Climate Survey. Source: School Climate Survey	Feel Safe: 37% Part of School: 52%	Part of School: 30%	Part of School: 71%	Part of School: 61%	Part of School: Increased 19%
3.13	Maintain or increase the number of RP/PBIS training opportunities for school safety staff. (LREBG) Source: PD Catalog	Baseline 2024-25: 6	8 in-person sessions offered	8 in-person sessions offered	8 or more	Increased 2 in-person sessions
3.14	Maintain or increase the percentage of students, parents, and staff who agree that the school is safe. (LREBG) Source: Survey Data	Baseline 2023-24: Students: 37% Staff: 73% Parents: 78%	Students: 57% Staff: 73% Parents: 78%	Students: 60% Staff: 82% Parents: 78%	Students: 37% or higher Staff: 73% or higher Parents: 78% or higher	Students Increased 23% Staff Increased 9% Parents remained the same
3.15	Maintain or increase the percentage of students, parents, and staff who agree they are connected to the school. Source: Survey Data	Baseline 2023-24: Students: 52% Staff: 71% Parents: 73%	Students: 30% Staff: 71% Parents: 77%	Students: 71% Staff: 78% Parents: 77%	Students: 52% or higher Staff: 71% or higher	Increased the number of students by 19%. Staff increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Parents: 73% or higher	Parents increased 4%

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.

Overall, the planned actions for Goal 3 were successfully implemented.

3.7 Implement Recommendations by the Equity Task Force
Promising progress has been made in enhancing equity within the District through ongoing equity audits, improvements in the hiring of Hispanic employees at all levels of the organization, and changing graduation requirements to support English language learners and students with disabilities. Additionally, an ethnic studies course is currently being piloted at our high schools. There has been progress in our communication and customer service efforts to better engage our diverse families.

3.2 Promote and Recognize Achievements
Progress has been made in promoting and recognizing outstanding achievements within the community. Moving forward, the focus will be on intensifying efforts to meet recognition targets, expanding engagement strategies, and implementing innovative approaches like badging.

3.3 Enhance Communication and Engagement
Efforts to enhance communication and engagement with educational partners are showing positive results. Continued focus on leveraging social media and expanding parent education and outreach initiatives will help build stronger connections and improve overall communication within the district. Parent engagement demonstrated steady growth, as evidenced by metrics measuring social media engagement and attendance at parent activities and training. The utilization of Parent Square to enhance communication experienced increased adoption by parents.

3.4 Provide Welcoming Environments
Parent Survey data TBD. Continued focus will be on providing exceptional customer service, while also creating the conditions for safe and welcoming schools and district facilities. The Parent Ambassador Program has yielded positive outcomes yet faced challenges in assigning a single ambassador to each school site. Presently, 16 ambassadors are responsible for covering the 34 school sites, highlighting a need for further optimization.

3.5 Improve Operational Efficiencies with Technology
Steady advancements have been made in maintaining and upgrading technological infrastructure, improving customer service, and enhancing data management systems. Continued efforts in these areas are essential to meeting year-end targets and ensuring the effective use of technology in supporting educational objectives. All students and teachers now possess uniform devices, and surveys indicate

satisfaction with both technology and technology support. Progress has been made in providing training and support for utilizing educational technology, with high teacher satisfaction.
System Upgrades & Strategic Goals: We have seen consistent progress in modernizing our technological infrastructure, refining customer support, and optimizing data management frameworks. Sustaining momentum in these sectors remains vital for achieving our year-end objectives and leveraging digital tools to meet educational benchmarks.
Hardware Deployment & Feedback: A standardized device rollout has been successfully completed for all students and instructors. Feedback from recent surveys reflects strong satisfaction with both the hardware itself and the accompanying technical assistance.
Staff Training Success: Advancements continue in our professional development initiatives, with robust training programs ensuring teachers feel fully equipped and highly satisfied with their mastery of educational platforms.

3.6 Ensure Student Voice in District Initiatives
Significant strides have been made to ensure that students have a meaningful voice in district and site-level initiatives. The focus will be on continuing to support and expand student participation in various committees and councils.

3.1 Maintain Health and Safety Protocols
A strong commitment to maintaining and enhancing health and safety protocols has been demonstrated. Ongoing efforts to support staff training and planned actions will ensure a safe and secure environment for all students and staff. All recommendations from the Safety Task Force were implemented and upheld to ensure the safety of students and staff.

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.

Actual expenditures exceeded budgeted expenditures primarily due to increased implementation of Action 3.3 (Communication, Parent Engagement, and Outreach), Action 3.5 (Technology Infrastructure and Systems), and Action 3.7 (Equity Task Force Recommendations). Expenditures for Action 3.5 increased due to additional investments in technology infrastructure and the addition of School Violence Prevention Grant-funded activities. Expenditures for Actions 3.3 and 3.7 increased as parent involvement, community outreach, and family engagement efforts expanded beyond what was originally budgeted. These investments resulted in higher actual expenditures than initially projected.

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

Actions were highly effective with respect to ensuring a safe, welcoming, and respectful learning environment.

Enhancing Communication and Engagement: Initiatives aimed at enhancing two-way communication with educational partners have proven effective, as evidenced by increased interactions on social media platforms, showing an 11.5% rise compared to the prior year. Parent attendance at events and training, such as Parents Make a Difference, not only surpassed the goal but also continues to grow. The introduction of the Parent Ambassador Program has resulted in positive outcomes, improving engagement and communication with parents. However, the challenge remains in hiring enough Parent Ambassadors to assign one to each school. Presently, sixteen ambassadors cover the 34 school sites, indicating the need for further recruitment efforts. (Actions 3.2, 3.7, 3.3)

Gathering Feedback and Customer Service Training: The district has made concerted efforts to gather feedback from families and students, along with providing training on positive and culturally responsive customer service. These efforts, though challenging to measure, have shown minimal improvement in current satisfaction rates, highlighting an area of focus for the new LCAP actions. (Action 3.4)

Operational Efficiencies through Technology: The district has demonstrated notable success in enhancing operational efficiencies through technology. Achieving or surpassing goals in network uptime, customer service, student device access, data management, staff standardization, and STEM programs underscores a commitment to utilizing technology effectively for educational objectives. Steady advancements have been made in maintaining and upgrading technological infrastructure, improving customer service, and enhancing data management systems. (Action 3.5)

Promoting and Recognizing Achievements: Efforts to highlight exceptional students, families, staff, programs, schools, and community partners were generally effective. However, there exists an opportunity to expand recognition and celebration beyond the current practices at Board of Education meetings. Progress has been made in promoting and recognizing outstanding achievements within the community. Moving forward, the focus will be on intensifying efforts to meet recognition targets, expanding engagement strategies, and implementing innovative approaches like badging. (Action 3.3, 3.5)

Ensuring Student Voice in District Initiatives: Significant strides have been made to ensure that students have a meaningful voice in District and site-level initiatives. The focus will be on continuing to support and expand student participation in various committees and councils. (Action 3.6)

Maintaining Health and Safety Protocols: A strong commitment to maintaining and enhancing health and safety protocols has been demonstrated. Ongoing efforts to support staff training and planned actions will ensure a safe and secure environment for all students and staff. (Action 3.1)

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

Action 3.1 has been identified as existing actions that will also be supported by LREBG funds. Existing metrics 3.13 and 3.14 will be monitored to evaluate the effectiveness of these actions.

The current LCAP Goal 3 has incorporated the necessary changes in actions, metrics, and outcomes identified from the previous three-year LCAP. A review of the current actions does not indicate a need for changes, except for determining actions and metrics that align with using LREBG funds (marked with an asterisk).

Actions 3.5 & 3.6 will not use any LREBG funding.

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	Ensure Health and Safety Protocols are in place at schools and facilities.	Safety • Monitor the actions implemented from the Safety Task Force recommendations. • Maintain site security* * LREBG Actions previously identified in the LCAP that align with the LREBG needs assessment and allowable use of funds. Studies have shown that students' perception of safety directly affects attendance rates and school connectedness. Metrics being used to monitor the action: Metrics 3.13 and 3.14 LREBG Funds supporting these actions: $949,025	$3,893,750.00	No
3.2	Promote and recognize outstanding students, families, staff, programs, schools, and community partners.	Recognition • Maintain/expand recognition opportunities at the District/Site level • Increase the number of platforms for recognition • Explore badging opportunities		No
3.3	Provide timely and accessible two-way communication incorporating active listening when discussing District/student progress and other important topics with	Increase Social Media Presence • Increase reach and engagement on social media platforms Parent Education, Engagement, and Outreach • Parent programs and in-person/virtual trainings • Parent support website • Parent engagement surveys • Parent and student orientation • Staff to support parent engagement and outreach • Community partnerships to support parents	$661,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
	all Educational Partners.	• Parent Ambassadors		
3.4	Provide welcoming school and office environments with a focus on exceptional and engaging customer service.	Create a Culturally Responsive Customer Service Focused District • Survey families • Survey students • Provide training to staff on positive and culturally responsive customer service • Increase authentic feedback opportunities • Provide translation support	$17,316,183.00	Yes
3.5	Improve operational efficiencies by ensuring a balance of technology in the classroom and maintaining and updating systems/network infrastructure.	Infrastructure for Technology • Cybersecurity and robust Network Infrastructure to support security and reliable operations • 24/7 cybersecurity monitoring and remediation to protect personal and district data • Cable testing/repair, cabinets, and backboards • Replace and upgrade communication systems (phone hardware and software), including data center, backup power, and disaster recovery plan Digital Schools • Maintain/replace student and staff technology • Ensure an adequate level of customer service for teachers, parents, and students with their daily use of technology • Maintain/establish remote access hardware Real-time Data Management System • Maintain Modesto Data Dashboard (MODD): an online system for administration and teachers to show daily changes in key performance indicators • Expand site-based dashboard data Benefits of Application Utilization* • Track and analyze application access, utilization, and benefits	$19,234,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Ensure opportunities for students to have a voice in providing feedback for policies, practices, and procedures for District and site-level initiatives.	Improve School Climate • Maintain Student Advisory Council • Administer annual student climate surveys* • Ensure student participation in District committees	$250,840.00	No
3.7	Implement and monitor the recommendations identified by the Equity Task Force.	Increase Communication with Parents • Implement the Parents Make A Difference parent advocacy program • Parent Ambassador Program to provide outreach and training to parents Improve Customer Service • Provide professional development specific to the area of customer service		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure the District is fiscally and operationally sound.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative educational partner input, has identified the Strategic Goals (also the LCAP Goals) for the district.

The district has developed Goal Four to ensure it is fiscally and operationally sound, with several key reasons behind each component:

- The LCFF provides funding based on student needs and local priorities. Developing a sustainable budget plan under this formula ensures that resources are allocated efficiently to support student success. It also promotes transparency and accountability in financial management.

- Involving educational partners in the budget process fosters collaboration and transparency. It ensures that diverse perspectives are considered when making financial decisions, leading to more informed and inclusive budgeting practices.

- Proper investment in facilities, technology, and infrastructure is essential for creating a conducive learning environment. This includes ensuring buildings are safe and healthy for students and staff, integrating sustainable practices for long-term cost savings, and keeping up with technological advancements for modern learning experiences.

- Monitoring feeder districts, transfers, and enrollment trends helps the district anticipate changes in student population and plan accordingly. This strategic planning ensures that resources are allocated where they are most needed, whether it's adjusting staffing levels, programs, or facilities to accommodate fluctuations in student numbers.

Overall, Goal Four reflects the district's commitment to responsible stewardship of its resources. By implementing sustainable budgeting practices, engaging educational partners in the process, investing in essential infrastructure, and strategically planning for the future, the district aims to maintain financial stability and operational efficiency. These efforts ultimately support the district's ability to provide quality education while ensuring the health, safety, and success of its students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The budget adoption Budget Assumptions will include a 6% minimum reserve. Source: Budget Adoption	Baseline 2023-24: Currently have met the minimum reserve	Currently have met the minimum reserve	Currently have met the minimum reserve	Meet or exceed 6% reserve	Maintained baseline
4.2	Survey data will indicate at least 95% of respondents feel positively regarding the LCAP process. Source: LCAP Advisory Survey	Baseline 2023-24: 95%	95%	96%	95% or more	Maintained baseline
4.3	Budget reporting periods will demonstrate positive progress toward the end-of-year goals outlined in the plan: 1. Budget Adoption 2. 1st Interim 3. 2nd interim 4. Unaudited actuals Source: Financial Reports and Budget Plan	Baseline 2023-24: No plan currently developed	Plan developed and being implemented.	Plan developed and being implemented.	Plan developed and implemented	Plan implemented
4.4	Maintain or increase the number of nighttime security patrols. Source: Internal Data	Baseline 2023-24: 3 patrols	3 patrols	3 patrols	3 or more patrols	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Increase or maintain the number of school electronic marquees. Source: Internal Data	Baseline 2023.24: 32 sites	33 sites	33 sites	32 or more sites	Increased 1 site
4.6	Increase or maintain the number of schools with a single point of entry. Source: Internal Data	Baseline 2023-24: 24 sites	25 sites	25 sites	24 or more sites	Increased 1 site
4.7	Enrollment will maintain or increase based on the Enrollment Stabilization Plan. Source: CALPADS	Baseline 2023-24: Elementary: 14,134 High School: 15,542 Total: 29,676	Elem: 14,460 HS: 15,446 Total: 29,906	Elem: 14,282 HS: 15,211 Total: 29,493	Elementary: 14,134 or more High School: 15,542 or more Total: 29,676 or more	Elem: + 148 HS: - 331 Total: - 183

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.

2025-26. The district maintained its minimum budget reserve at or above the 6% threshold, and budget reporting continued on schedule with positive certifications at both First and Second Interim. The LCAP Advisory Committee continued meeting regularly throughout the year, with survey results showing 96% of respondents feeling positively about the LCAP process — exceeding the 95% target. Nighttime security patrols were maintained at three patrols, consistent with the prior year baseline. The number of school sites with electronic marquees held at 33 out of 34 sites, and single point of entry was maintained at 25 sites. Enrollment figures showed continued mixed trends: elementary enrollment remained above the 2023-24 baseline at 14,282, while high school enrollment declined to 15,211, bringing the overall total to 29,493 — slightly below the baseline of 29,676. The Enrollment Stabilization Plan continues to be monitored and adjusted in response to these trends.

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.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures nor where there material differences with regard to the Planned Percentages of Improved Services or Estimated Actual Percentages of Improved Services for Goal 4.

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

The district continued to demonstrate effectiveness across the key actions within Goal 4. The minimum reserve was maintained above 6%, ensuring ongoing financial stability and meeting the district's self-imposed standard — twice the state-required minimum. First Interim and Second Interim budget reports were both submitted to the board with positive certifications and forwarded to SCOE, reflecting sound fiscal management and disciplined execution of the budget plan developed in response to COVID funding realignment. The LCAP Advisory Committee met multiple times during the year, with participant satisfaction at 96%, indicating the community engagement process is functioning well and that feedback is being meaningfully incorporated into LCAP planning. Security infrastructure remained stable, with three nighttime patrols maintained across the district and 33 sites equipped with electronic marquees, supporting safe and welcoming school environments. Construction progress on the final TK-8 site (Wright) for a single point of entry demonstrates continued investment in facilities safety. Enrollment results are mixed: while elementary enrollment has grown above baseline for two consecutive years, high school enrollment has declined. The Enrollment Stabilization Plan has shown positive effects at the elementary level, but continued monitoring and targeted strategies will be necessary to reverse the high school decline and achieve the overall enrollment targets.

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 reflection on prior practice, the overall actions for Goal 4 will be continued given their largely positive outcomes. The district will maintain its focus on fiscal responsibility, budget oversight, facility safety, and enrollment stabilization. Key areas of increased focus for the upcoming cycle include: finalizing and fully operationalizing the 3-year budget plan, which has been in development and implementation; completing the single point of entry project at Wright Elementary; and intensifying efforts to address high school enrollment decline through the Enrollment Stabilization Plan. Ongoing monitoring of site improvements, marquee maintenance, and security infrastructure will continue as standard practice. The LCAP Advisory Committee and Budget Advisory Committee will continue to meet regularly to ensure community input is reflected in district planning and resource allocation decisions.

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	Implement a sustainable budget plan under the Local Control Funding Formula.	District minimum reserve • Establish a District minimum reserve policy equal to 6%; twice the State required 3% minimum amount • Lead Analyst positions LCAP Oversight • LCAP Advisory Committee meets a minimum of five times per year to evaluate the LCAP metrics and make recommendations	$334,544.00	No
4.2	Engage educational partners in a District Budget Committee process.	Budget Advisory Committee • MCS will develop and implement a 3-year budget plan		No
4.3	Invest in school facilities, technology, and infrastructure with a focus on health, safety, and sustainability.	Security to Protect Assets • Nighttime security patrols Maintain/Improve School and District Facilities and Grounds • Site improvement recommendations implemented per schedule for elementary and junior high sites • Site improvement recommendations implemented per schedule at high school sites • Implement and monitor sustainability initiatives and recommendations	$3,708,209.00	No
4.4	Strategically plan for future needs by annually monitoring feeder districts, inter-district transfers, and MCS enrollment.	Enrollment Stabilization Plan • Implement a 3-year plan to maintain or grow district enrollment • Collaborate with feeder districts on enrollment process • Analyze enrollment processes and procedures		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Recruit, hire, train, and retain high quality staff, with an emphasis on increasing diversity.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Through collaborative educational partner input, Modesto City Schools has identified the district's Strategic Goals (also the LCAP Goals).

The district developed Goal Five to address several important aspects related to recruiting, hiring, training, and retaining high-quality staff, with a specific emphasis on increasing diversity.

Fostering a culture that values all employees is crucial for attracting and retaining top talent. When staff feel valued, respected, and supported, they are more likely to be engaged in their work and committed to the organization, leading to higher retention rates.

Building strong partnerships with local programs helps create pipelines for recruitment. By collaborating with teaching, training, and employment programs, the district can tap into a diverse pool of candidates and establish professional development and growth pathways.

Increasing diversity in the workforce is essential for creating an inclusive and equitable educational environment. By expanding recruiting and hiring processes, the district can actively seek out candidates from underrepresented groups, ensuring a more diverse and representative staff.

Effective communication and collaboration within the district are key to supporting its overall vision and goals. When divisions, departments, and sites work together cohesively, it enhances the overall efficiency and effectiveness of operations, which can positively impact staff satisfaction and retention.

Efficient hiring processes are essential for meeting staffing needs promptly. By monitoring and refining systems, the district can streamline hiring processes, reducing delays and ensuring that positions are filled promptly with qualified candidates.

Overall, Goal Five reflects the district's commitment to creating a positive and supportive environment for its staff, recognizing that the quality and diversity of its workforce directly impact the quality of education provided to students. By valuing employees, building partnerships, increasing diversity, improving communication, and refining hiring processes, the district aims to attract, retain, and support high-quality staff who contribute to the success of Modesto City Schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	New hire survey data will indicate that 98% or more of new hires are satisfied with the hiring experience. Source: HR Survey	Baseline 2023-24: 93%	92%	95%	98% or more	Increase of 2%
5.2	Current employee survey data will indicate that 92% of employees report satisfaction with their employment with MCS. Source HR Survey	Baseline 2023-24: 87%	87%	88%	92% or more	Increased 1%
5.3	Exit survey data will indicate that 89% of employees were satisfied with the employment experience. Source: HR Survey	Baseline 2023-24: 84%	91%	79%	89% or more	Decreased 5%
5.4	Increase employee retention by 3% based on employees employed in the District for at least 4 years. Source: MODD Retention Report	Baseline 2023-24: 74.9%	78%	68%	77.9%	Decreased by 6.9%
5.5	Increase single-year cohort retention rate by 3% based on employees	Baseline 2022-23: 86%	93%	93%	89%	Increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	hired since July 1 of the current year. Source: MODD Retention Report					
5.6	Establish Teacher Residency program partnerships with two Institutes of Higher Education (IHE). Source: HR Reports	Baseline 2023-24: 0	2	2	2	Increased by 2
5.7	Participate in six (6) partnership events (e.g., job fairs, advisory, mock interviews, etc.) with University and College Partners annually. Source: HR Report	Baseline 2023-24: 4	6	6	6	Increased by 2
5.8	Establish 8 collaborative partnerships to network with MCS to provide experiential training and build pathways for partner agencies to MCS employment. Source: HR Report	Baseline 2023-24: 6	7	8	8	Increased by 2
5.9	Develop and maintain the "Teach Modesto" initiative with bi-annual events to promote careers in education to current MCS students.	Baseline 2023-24: 0	Developed and three programs are in place.	Developed and three programs are in place.	Developed and initiated	Increased by 3 programs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: HR Report					
5.10	Maintain or increase the number of MCS-hosted Job Fairs. Source: HR Report	Baseline 2023-24: 4	2	2 Changed approach in holding more strategic events.	4 or more	Decreased by 2
5.11	Increase the representation of minority employee groups by 5%. Source: HR Data Dashboard	Baseline 2023-24: Total = 55.81% Hispanic: 45.62% Black/African American: 2.53% American Indian: 0.75% Asian: 4.09% Other: 2.82%	Total = 54.38% Hispanic: 44.76% Black/African Amer.: 3.4% American Indian: 0.99% Asian: 3.13% Other: 2.1%	Total = 57.16% Hispanic: 47.09% Black/African Amer.: 2.29% American Indian: 0.68% Asian: 3.88% Other: 3.22%	Total = 60.81% Hispanic: 49.44% Black/African American: 2.40% American Indian: .71% Asian: 4.07% Other: 3.38%	Total = + 1.35% Hispanic: + 1.47% Black/African Amer.: - 0.24% American Indian: - 0.07% Asian: -0.21% Other: + 0.40%
5.12	Host 10 teacher resident placements annually. Source: HR Data	Baseline 2023-24: 0	7	12	10	Increased by 12
5.13	Host 10 paid student teaching positions annually. Source: HR Data	Baseline 2023-24: 0	0	8	10	Increased by 8
5.14	Achieve and maintain an overall employee satisfaction rate of 95% or higher. Source: HR Survey	Baseline 2023-24: 87%	87%	88%	95%	Increased 1%
5.15	Decrease the vacancy duration (from identification of vacancy to position filled date) by 10% annually for classified and classified management staff.	Baseline 2022-23: 57 days	34 days 26% decrease	34 days	40 days	33 days less 26% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: HR Report					
5.16	Establish and maintain 12 employment eligibility pools to increase hiring efficiency. Source: HR Report	Baseline 2023-24: 6 eligibility pools	12 eligibility pools	10 eligibility pools	12 eligibility pools	Increased by 4

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 implementation of initiatives aimed at fostering a district culture valuing all employees has shown overall effectiveness.

5.1 Create a District Culture of Valuing All Employees
Progress has been made in creating a district culture that values all employees. Improvements in new hire satisfaction, employee engagement initiatives, and increases in exit survey satisfaction and retention rates highlight effective strategies to foster a supportive work environment. Both the New Hire Survey and the Current Employee Survey demonstrate the effectiveness of actions in this realm. The Exit Survey yielded positive results, signaling an improvement in actions taken. Continued focus on professional development, wellness initiatives, and comprehensive employee surveys will be essential to sustaining these positive trends.

5.2 Strengthen Partnerships and Build Employment Pipelines
Efforts to strengthen partnerships with local agencies have shown overall effectiveness. The district surpassed its goal for participation in external job fairs and collaborative partnerships, enhancing employee attraction. Although University and College Partnerships fell short of the goal, there was an increase in engagement. Significant progress has been made in strengthening partnerships with local teaching, training, and employment programs. The establishment of teacher residency program partnerships and participation in partnership events demonstrate the district's commitment to building robust employment pipelines. Continued efforts to expand collaborative partnerships will enhance opportunities for experiential training and employment within the district.

5.3 Expand Recruiting and Hiring Processes to Increase Diversity
Actions supporting the expansion of recruitment and hiring for retention and diversity have proven effective. Career ladders have been established, leading to increased workforce diversity, particularly in Hispanic/Latino representation. MCS has hosted multiple job fairs to facilitate hiring and fill vacant positions, although hiring remains challenging, not just for MCS but for all schools in the region. Progress has been made with the Teach Modesto initiative, job fairs, and teacher residency placements. However, further efforts are needed to fully

implement a paid student teaching program and increase the diversity of staff, with a focus on underrepresented groups. Continued focus on these actions will support recruitment and enhance diversity.

5.4 Improve Communication and Collaboration
Efforts to enhance communication and collaboration within and between district divisions, departments, and sites have been effective, notably in significantly improving HR process efficiency. Current initiatives reflect ongoing efforts to enhance communication and collaboration within the district. By continuing to focus on effective communication and collaboration, the district aims to foster a supportive and connected work environment for all employees.

5.5 Monitor and refine systems to ensure efficient hiring timelines
Significant progress has been made in enhancing hiring timelines and efficiency. The reduction in vacancy duration and establishment of additional eligibility pools reflect the district's commitment to refining hiring systems and structures. Continued monitoring and refinement of the hiring process will be essential to sustaining positive outcomes and further enhancing hiring efficiency.

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.

Actual expenditures for Action 5.3 (Expand Recruiting and Hiring Processes) were lower than budgeted because participation in Hiring Incentives and Early Notification (Early Tell) Retirement Incentives was less than anticipated. As a result, fewer funds were expended than originally budgeted for these activities, resulting in a difference between budgeted and actual expenditures.

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

The implementation of initiatives aimed at fostering a district culture that values all employees has demonstrated overall effectiveness.

Creating a District Culture of Valuing All Employees: Despite initial delays in HR surveys, these surveys ultimately proved effective. Both the New Hire Survey and the Current Employee Survey showcased the impact of actions in this area. The Exit Survey yielded positive results, indicating an improvement in the measures taken. Enhancements in new hire satisfaction, employee engagement initiatives, and increases in exit survey satisfaction and retention rates highlight effective strategies to cultivate a supportive work environment. (Action 5.1)

Strengthening Partnerships and Building Employment Pipelines: Efforts to strengthen partnerships with local agencies have shown significant effectiveness. The district exceeded its goal for participation in external job fairs and collaborative partnerships, thereby enhancing employee attraction. Although University and College Partnerships did not meet the goal, there was an increase in engagement. Significant progress has been made in improving partnerships with local teaching, training, and employment programs. The establishment of teacher residency program partnerships and participation in partnership events demonstrate the district's commitment to building robust employment pipelines. (Action 5.2)

Expanding Recruiting and Hiring Processes to Increase Diversity: Actions supporting the expansion of recruitment and hiring with a focus on retention and diversity have proven effective. Career ladders have been established, resulting in increased workforce diversity, particularly in Hispanic/Latino representation. MCS has hosted multiple job fairs to facilitate hiring and fill vacant positions, although hiring remains

challenging, not only for MCS but for all schools in the region. Progress has been made with the Teach Modesto initiative, job fairs, and teacher residency placements. However, additional efforts are needed to fully implement a paid student teaching program and enhance staff diversity, specifically focusing on underrepresented groups. (Action 5.3)

Improving Communication and Collaboration: Efforts to enhance communication and collaboration within and between district divisions, departments, and sites have been effective, particularly in significantly improving HR process efficiency. Current initiatives reflect ongoing efforts to strengthen communication and collaboration within the district. Results from the employee satisfaction survey will be available later in the year. By continually prioritizing effective communication and collaboration, the district aims to nurture a supportive and connected work environment for all employees. (Action 5.4)

Ensuring Efficient Hiring Timelines: Significant progress has been made in improving hiring timelines and efficiency. The reduction in vacancy duration and the establishment of additional eligibility pools reflect the district's commitment to refining hiring systems and structures. Ongoing monitoring and refinement of the hiring process will be essential to maintaining positive outcomes and further enhancing hiring efficiency. (Action 5.5)

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

As part of the review of the current LCAP, the district collaborated with educational partners to analyze the Strategic Goals. Through this process, MCS will not make any revisions to the actions or metrics in Goal 5 for the upcoming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Create a District culture of valuing all employees to facilitate hiring and maximize retention.	Create a district culture of valuing all employees • New hire employee survey • Current employee survey • Exit employee survey Employee Retention • Measure and monitor employee retention to identify trends • Provide targeted professional development based on trends identified		No

Action #	Title	Description	Total Funds	Contributing
5.2	Strengthen partnerships with local teaching, training, and employment programs, while building internal employment pipelines.	University and College Partnerships • Strengthen partnerships and recruitment efforts with local universities/colleges Training, Employment, and Community Programs and Agencies • Maintain/establish collaborative partnerships with trade schools, community programs, technical schools, and employment agencies		No
5.3	Expand recruiting and hiring processes to provide support, and increase diversity in the certificated, classified, and management workforce.	Expand Recruitment and Hiring Processes • Decrease vacancies • Grow talent from within MCS • Hold MCS Job Fairs for community outreach and employer branding • Staff to support expanded recruitment and hiring Diversity of Workforce • Increase diversity of the MCS workforce • Partner with Educators Rising Program through CSU Stanislaus • Residency • Paid student teaching	$874,986.00	Yes
5.4	Improve communication and collaboration within and between District divisions, departments, and sites to support Modesto City Schools' Destination	Effective Communication • Administer yearly survey(s) to inform decision making regarding communication and collaboration • Evaluate and modify systems of communication		No

Action #	Title	Description	Total Funds	Contributing
	District vision, mission, values, and strategic goals.			
5.5	Monitor and refine systems and structures to ensure efficient hiring timelines to meet staffing needs.	Hiring Workflow Efficiencies • Maintain and expand hiring eligibility pools • Monitor and refine the online hiring workflow		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Enhance and guarantee equal access for all students to achieve college and career readiness, while reducing suspension rates, with targeted attention on English learners, Hispanic students, Socio-economically Disadvantaged students, students with disabilities, and white students. (Robert Elliott Education Center)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with educational partners, the goal was developed to promote equity, enhance college and career readiness, reduce disparities, address specific student needs, and make data-driven improvements to create a more inclusive and supportive educational environment for all students.

Equity in Education: The goal reflects a commitment to providing an equitable education for all students. By focusing on equal access, the district aims to address historical and systemic barriers that have disadvantaged certain student groups. This goal is aligned with the principles of fairness and justice in education.

College and Career Readiness: In today's rapidly evolving job market, college and career readiness is essential for students' future success. The district recognizes the importance of preparing students with the necessary skills and knowledge to excel beyond high school. By establishing this goal, the district aims to equip all students with the tools they need to pursue higher education or enter the workforce.

Reducing Disparities: Disparities in education outcomes, such as suspension rates, can have lasting impacts on students' lives. High suspension rates, in particular, can contribute to disengagement, lower academic achievement, and decreased chances of graduating. By focusing on reducing suspension rates, the district aims to create a more supportive and inclusive learning environment where all students feel valued and encouraged to succeed.

Addressing Specific Needs: The goal's focus on English learners, Hispanic students, Socio-economically Disadvantaged students, students with disabilities, and white students recognizes that different student groups may require tailored support. Each of these groups may face unique challenges that impact their educational experiences. By establishing this goal, the district aims to implement targeted interventions and support systems to address these specific needs.

Data-Driven Decision-Making: The district established this goal based on data analysis of student performance and outcomes. Data revealed disparities in college/career readiness and suspension rates among different student groups. By setting this goal, the district demonstrates a commitment to using data to drive decision-making and improve outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Decrease the suspension rate of English Learner students, students with disabilities, African American students, and White students by 5%. Source: CA Dashboard	Baseline 2023: English Learners: 9.6% Students with Disabilities: 15.3% Baseline 2025: African Amer.: 14.3% White: 10.3%	ELs: 6.2% Decrease of 3.5% SWD: 10.0% Decrease of 5.3%	ELs: 4.0% SWD: 6.7%	English Learners: 4.6% Students with Disabilities: 10.3% African Amer: 9.3% White: 5.3%	Decrease of 5.6% Decrease of 8.6%
6.2	Increase by 5% the number of students identified as College and Career Ready with a focus on identified student groups. Source: CA Dashboard	Baseline 2023: English Learners - 0% Hispanic - 0% Socio-Economically Disadvantaged - 0% Students with Disabilities - 0% White students - 0%	ELs: 3.2% Hispanic: 5.1% SED: 6.3% SWD: 6.5% White: 19.6%	ELs: 6.4% Hispanic: 7.6% SED: 7.0% SWD: 4.4% White: 6.3%	English Learners - 5% Hispanic - 5% Socio-Economically Disadvantaged - 5% Students with Disabilities - 5% White students - 5%	ELs: 6.4% Hispanic: 7.6% SED: 7.0% SWD: 4.4% White: 6.3%
6.3	Academic Indicator for ELA: Improve DFS by 15 points Source: CA Dashboard	Hispanic: -172.8 SED: - 182.9 Baseline: 2025	N/A - New for 2026-27	N/A - New for 2026-27	Hispanic: -157.8 SED: - 167.9	N/A - New for 2026-27
6.4	Academic Indicator for Math:	Hispanic: -236.1 SED: - 240.5	N/A - New for 2026-27	N/A - New for 2026-27	Hispanic: -221.1 SED: - 225.5	N/A - New for 2026-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Improve DFS by 15 points Source: CA Dashboard	Baseline: 2025				
6.5	Academic Indicator for Science: Improve 10 points on the Science Assessment Source: CA Dashboard	Hispanic: 25.7 SED: 28.2 Baseline: 2025	N/A - New for 2026-27	N/A - New for 2026-27	Hispanic: 35.7 SED: 38.2	N/A - New for 2026-27
6.6	Indicator for English Learner Progress : Improve by 10% the number of English Learner students making progress as measured by the ELPAC Assessment Source: CA Dashboard	EL: 25.3% LTEL: 26.6% Baseline: 2025	N/A - New for 2026-27	N/A - New for 2026-27	EL: 35.3% LTEL: 36.6%	N/A - New for 2026-27

Goal Analysis [2025-26]

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

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

Overall, the actions and services under Goal 6 were either fully implemented or in active stages of implementation throughout the 2024-25 school year. The goal's focus on reducing suspension rates and increasing college and career readiness for English learners, Hispanic students, Socio-economically Disadvantaged students, students with disabilities, and white students guided all program decisions and resource allocation.

Key Actions and Services Implemented:

- College and Career Preparation – Career Navigator and Field Trips (Action 6.2): The Career Navigator position was filled during the year, providing direct support to students in exploring post-secondary options. Students participated in field trips to trade schools, colleges, trade shows, and CTE-related activities, giving them firsthand

exposure to career and college pathways. These experiences contributed meaningfully to increases in the number of students identified as college and career-ready.

- College and Career Readiness – Student Services Administrator and Expanded Supports (Action 6.3): The Student Services Administrator position was filled and instrumental in coordinating student support services. Mental health supports, including a part-time social worker and substance abuse counseling, were provided to students in

need, addressing barriers to learning and contributing to overall student well-being and engagement.

- Enrichment Activities (Action 6.4): Enrichment programming, including intramural sports, after-school activities, and van transportation, helped foster a sense of belonging and created engagement opportunities that had not previously been available at Elliott. These activities supported improved school climate and stronger student

connection to campus.

- Professional Development (Action 6.5): Staff development, training, conferences, and consultant contracts — including work with CLS and other providers — were instrumental in deepening staff understanding of the unique needs of English learner students and students with disabilities, improving the responsiveness and quality of

instruction and student support.

- PBIS (Action 6.6): The implementation of Positive Behavioral Interventions and Supports, including supplies, incentives, and a consultant contract, was a significant contributor to the reduction in suspension rates for both English learner students and students with disabilities.
- Intervention Support (Action 6.7 – New in 2025-26): An At-Risk Coordinator was added to provide targeted support for at-risk students and to facilitate smoother transitions for students arriving at Elliott from comprehensive high schools. This new action was initiated during this year and will continue and expand in 2026-27.

Successes Achieved:
Suspension rates for English learner students decreased from a 2023 baseline of 9.6% to 4.0%, a reduction of 5.6 percentage points — exceeding the 5% reduction target. Suspension rates for students with disabilities decreased from a baseline of 15.3% to 6.7%, a reduction of 8.6 percentage points — also exceeding the target. College and career readiness increased across multiple student groups from a baseline of 0%, with English learners reaching 6.4%, Hispanic students at 7.6%, and Socio-economically Disadvantaged students at 7.0%. These results reflect the cumulative impact of coordinated staffing, behavioral supports, enrichment programming, mental health services, and professional development working together in an alternative education setting.

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.

Actual expenditures were lower than budgeted primarily due to delays in implementing Action 6.2 (College and Career Preparation) and Action 6.3 (College and Career Readiness). Staffing, program implementation, and purchasing timelines occurred later than anticipated, reducing expenditures during the year. Expenditures for Action 6.4 (Enrichment Activities) were also lower than originally budgeted because alternative funding sources were used to support some planned activities. These factors resulted in differences between budgeted and actual expenditures.

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

Actions 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7 were effective in making meaningful progress toward the goal. The combined implementation of career preparation, staffing, and field experiences, student services coordination, mental health supports, enrichment activities, professional development, and PBIS produced significant improvements in both suspension rates and college and career readiness. Both of the established metric targets for suspension rate reductions were exceeded, and college and career readiness improved for the majority of student groups tracked.

Students with disabilities showed a slight decline in college and career readiness (from 6.5% in Year 1 to 4.4% in Year 2), and white students showed a significant decline (from 19.6% in Year 1 to 6.3% in Year 2). These results will be examined carefully as the district considers additional targeted supports for these groups in the coming year.

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

Based on a review of prior year implementation and the 2025 CA Dashboard data, the following changes are being made for the 2026-27 LCAP:
1. Action 6.7 (Intervention) will continue to provide targeted support for at-risk students and to facilitate a smoother transition for students arriving at Elliott from comprehensive high schools. This action includes an At-Risk Coordinator and additional structured intervention supports to address academic gaps and promote student retention
and success.
2. Four new metrics (6.3, 6.4, 6.5, and 6.6) are being added for 2026-27, established using 2025 CA Dashboard data as the baseline. These metrics reflect the district's commitment to expanding accountability for academic outcomes alongside behavioral and college/career readiness measures:
- Metric 6.3 – Academic Indicator for ELA: Improve Distance from Standard (DFS) by 15 points (Baseline: Hispanic -172.8; SED -182.9)
- Metric 6.4 – Academic Indicator for Math: Improve DFS by 15 points (Baseline: Hispanic -236.1; SED -240.5)
- Metric 6.5 – Academic Indicator for Science: Improve 10 points on the Science Assessment (Baseline: Hispanic 25.7; SED 28.2)
- Metric 6.6 – English Learner Progress: Improve by 10% the number of EL students making progress as measured by the ELPAC Assessment (Baseline: EL 25.3%; LTEL 26.6%)

Additionally, Metric 6.1 has been updated for 2026-27 to include African American students and white students in the suspension rate reduction target, reflecting 2025 CA Dashboard data that identified these groups as having elevated suspension rates (African American: 14.3%; White: 10.3%) requiring focused attention.
No other changes are being made to the targets for Metrics 6.1 and 6.2. These additions and expansions reflect a data-driven commitment to more comprehensively addressing academic achievement, attendance, and behavioral outcomes for Elliott's highest-need student populations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Dual Enrollment - Discontinued 2025-26	Offer dual enrollment college courses and provide transportation to facilitate student participation. - Discontinued effective 2025-2026 school year.		No
6.2	College and Career Preparation	Provide staff and materials to support students to prepare to engage in college and career activities, including field trips to trade schools, colleges, trade shows, and CTE related activities.	$265,000.00	No
6.3	College and Career Readiness	Provide a Student Services Administrator, mental health support, behavioral support, and college and career readiness support for students.	$400,000.00	No
6.4	Enrichment Activities	Provide enrichment activities to engage students on campus and increase academic achievement. Support may include transportation and other needed actions.	$90,000.00	No
6.5	Professional Development	Provide staff development, training, and conferences for staff to develop a greater understanding of the needs of the student population and support student achievement.	$100,000.00	No
6.6	PBIS	Provide supports and incentives for positive student behavior.	$70,000.00	No
6.7	Academic Intervention	Provide support for at-risk students and transition support for students coming to Elliott from comprehensive high schools. • At-Risk Coordinator • Intervention supports	$255,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Increase student attendance and academic achievement with a focus on the following student groups: Socio-economically Disadvantaged (SED), English Learners (EL), Hispanic, and White students at Orville Wright Elementary School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed through collaboration with educational partners to foster equity, reduce disparities, address specific student needs, and implement data-driven improvements for a more inclusive and supportive educational environment.

Equity in Education: This goal underscores a commitment to equitable education for all students by addressing historical and systemic barriers that have disadvantaged certain groups.

Reducing Disparities: By focusing on increasing attendance rates, the goal seeks to mitigate the negative impacts of disparities in educational outcomes, such as disengagement and lower academic achievement, fostering a more supportive and inclusive learning environment.

Addressing Specific Needs: The goal targets support for English learners, Hispanic students, socio-economically disadvantaged students, homeless students, and white students, acknowledging that different groups face unique challenges that require tailored interventions.

Data-Driven Decision-Making: Based on data analysis of student performance and outcomes, the goal reflects a commitment to using data to drive decisions and improve outcomes for all students. For Wright, with its high student instability and low achievement, the focus is on improving attendance, school culture, and academic achievement, particularly for socio-economically disadvantaged, homeless, English learners, Hispanic, and white students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Decrease chronic absenteeism rate by 5%. Source: MODD	Overall: 19.1% SED: 18.5% Hispanic: 16.6% EL: 14.6% White: 25.5%	N/A - New for 2026-27	N/A - New for 2026-27	Overall: 14.1% SED: 13.5% Hispanic: 11.6% EL: 9.6% White: 20.5%	N/A - New for 2026-27
7.2	Decrease the number of students scoring in the Well-Below Benchmark (WBB) range on the DIBELS 8 sub-test from the Beginning of the Year (BOY) to the End of the Year (EOY) by 10%. Yearly goal Source: DIBELS Assessment Composite	K: 68% 1st: 58% 2nd:62% 3rd: 51% 4th: 45% 5th: 57% 6th: 66%	N/A - New for 2026-27	N/A - New for 2026-27	K: 58% 1st: 48% 2nd:52% 3rd: 41% 4th: 35% 5th: 47% 6th: 56%	N/A - New for 2026-27
7.3	Decrease the number of students scoring in the Well-Below Benchmark (WBB) range on the SWUN benchmark assessment from the Beginning of the Year (BOY) to the End of the Year (EOY) by 10%. Yearly goal Source: SWUN BM Assessment	K: 86% 1st: 48.9% 2nd:75% 3rd: 60.5% 4th: 12.7% 5th: 26.8% 6th: 21.3%	N/A - New for 2026-27	N/A - New for 2026-27	K: 76% 1st: 58.9% 2nd:65% 3rd: 50.5% 4th: 2.7% 5th: 16.8% 6th: 11.3%	N/A - New for 2026-27
7.4	Increase the number of EL students making progress by 10% as measured by the percentage of students moving up from level 1 to level 2	1st: 36% 2nd: 34% 3rd: 32% 4th: -14% 5th: 14% 6th:17%	N/A - New for 2026-27	N/A - New for 2026-27	1st: 46% 2nd: 44% 3rd: 42% 4th: -4% 5th: 24% 6th:27%	N/A - New for 2026-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Data, ELPAC					

Goal Analysis [2025-26]

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

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

N/A - New for 2025-26

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

N/A - New for 2025-26

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

N/A - New for 2025-26

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.

Goal 7 has been changed from Garrison Elementary to Wright Elementary based on eligibility. We removed former metric 1.7 (Increase student attendance rate for Garrison) and will focus primarily on decreasing chronic absenteeism rate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Attendance/Chronic Absenteeism	Attendance Support • Family Support Specialist • Attendance Liaison	$209,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Social-emotional Support • Student Assistance Specialist • SEL • Mentoring		
7.2	Academic Achievement/Intervention	Intervention Support • Hourly paraprofessional support • Academic support • Progress monitoring Materials • Manipulatives and supplies	$164,900.00	No
7.3	Professional Development	Professional Development for Staff • Consultant Contracts • Release time coverage	$105,600.00	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
$105,147,847	$12,012,856

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
30.825%	0.000%	$0.00	30.825%

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:** Ensure every student has a guaranteed instructional program - not by chance, but by design - as outlined in the Instructional Core. **Need:** English learner students, students with disabilities, foster youth, and low-income students face significant challenges in achieving academic success in ELA and math,	These actions address the needs of all students including English learner students, students with disabilities, foster youth, and low-income students by providing comprehensive and targeted support to improve academic achievement in ELA and math, as well as early childhood development and literacy. Here's how these actions align with the needs of these student groups. The actions are provided district-wide and school-	Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.9

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
	as evidenced by lower CAASPP scores. Moreover, these student groups experience higher rates of suspension, lower graduation rates, and decreased school attendance compared to their peers. As a district, MCS needs to improve in all of these areas, not just for the identified student groups. **Scope:** LEA-wide	wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question. Academic Achievement: ELA and Math • Instruction aligned to the standards: This ensures that all students, including English learners and those with disabilities, receive instruction that meets the required standards, providing a strong foundation for academic success. • Professional Development: By offering professional development, teachers can enhance their skills in supporting diverse learners, including English learners and students with disabilities. • Effective use of research-based instructional practices: Research-based practices are crucial for addressing the needs of diverse learners and promoting academic growth. • Lesson Design: Well-designed lessons cater to different learning styles and abilities, benefiting all students, especially those who may struggle without targeted support. • Increase teachers' capacity to use data: This helps teachers identify areas of weakness and adjust instruction accordingly, benefiting all students, particularly those who may need additional support.	

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
		• Evaluate benchmark assessments: Ensuring assessments are aligned with standards and rigor levels helps in accurately measuring student progress and adjusting instruction as needed. • Collaboration with CA Ed. Partners: Partnerships focused on rigor and equitable grading practices enhance the quality of education for all students, especially those historically marginalized. Early Childhood Development/Early Literacy • Providing a robust Early Childhood Education (ECE) program and kindergarten readiness initiatives benefits students, especially those from low-income backgrounds or English learners who may not have had access to quality early learning experiences. Full-Day Transitional Kinder/Kindergarten/Early Literacy • Robust TK programs and intervention strategies benefit all students, particularly those at risk of falling behind in literacy. • Paraprofessionals and collaboration support ensure a holistic approach to early learning. Site Administrators • Supplementary support for elementary site administrators ensures that schools have adequate leadership to implement and monitor these initiatives effectively. Instructional Technology	

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
		• Technology integration benefits all students, including those with disabilities, by providing diverse learning opportunities and access to resources. K-6 Prep Providers • Providing teachers with time for lesson planning and additional lessons in PE, Social Sciences, and Character Traits enhances the overall educational experience for all students. Curriculum Coordinators • Maintaining curriculum coordinators ensures that educational materials and strategies are continually updated and aligned with best practices. In summary, these actions are provided district-wide and school-wide to address the diverse needs of all students including English learner students, students with disabilities, foster youth, and low-income students. They aim to improve academic achievement, access to quality education, and overall well-being, aligning with the goal of increasing college and career readiness for all students.	
1.2	**Action:** Increase the number of students being identified as "prepared" in the college/career indicators, as outlined in the California State Dashboard. **Need:**	These actions collectively address the need to increase the number of students identified as "prepared" in the College and Career Indicator both district-wide and schoolwide. They provide targeted support and resources to ensure that all students, particularly English Learners, Foster Youth, and low-income students, have equitable	Metrics 1.10, 1.11, 1.12, 1.13, 1.14, 1.17, 1.18, 1.19

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
	According to the CA Dashboard, students in MCS, particularly English Learners, Foster Youth, and Socio-economically Disadvantaged students, are currently achieving below the state and county averages in terms of graduation rates and college and career readiness indicators. These identified student groups are scoring lower on state indicators across all areas. This data underscores the urgency to increase the number of students identified as "prepared" in college and career indicators, as outlined in the California State Dashboard. **Scope:** LEA-wide	access to college and career readiness opportunities. The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question. State Seal of Biliteracy (SSB) • By disseminating information, more students can become aware of and qualify for the State Seal of Biliteracy, particularly benefiting English Learners who may excel in languages. • By increasing student participation in World Language courses, more students are encouraged to pursue language proficiency. • Streamlining assessments ensures that all students have an equal opportunity to qualify for the Seal of Biliteracy. Increase College & Career Readiness for All Students/ College Credit Course Opportunities • By providing more opportunities for college-level courses, all students benefit and have an increased opportunity to meet College and Career Indicators. • Career Exploration curriculum benefits all students, particularly those from low-income backgrounds or with limited exposure to career options.	

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
		• Counselor and administrator training ensure that all students, especially those at-promise, receive guidance on college and career pathways. College & Career Readiness Preparation and Assessments • Funding/access for assessments ensures equitable access to readiness assessments, benefiting all students. AVID • Benefits all students, particularly those in at-promise groups, by providing support for college readiness. • Expansion in secondary and elementary schools helps prepare students for college success from an early age. Counselors • Funding to lower counselor ratios ensures students receive targeted support for college and career readiness. Career Technical Education (CTE) • Provides diverse career options for all students, particularly beneficial for those not pursuing traditional college paths. • Career Navigators helps guide students in career choices, particularly those needing additional support. Career Awareness • Funding for curriculum and activities introduces students to various career paths, benefiting all learners.	

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1.4	**Action:** Develop (Grades 7-12) and refine (Grades TK-6) Multi-Tiered System of Support for all students. **Need:** Modesto City Schools is facing a significant challenge with a large number of students struggling to achieve grade-level standards. Both state and local data highlight the urgent need for literacy support, math support, behavioral support, and attendance support for all students. This need is especially critical for our English Learners, Foster and Homeless Youth, and low-income students. Reading literacy data, suspension rates, chronic absenteeism data, and engagement data all underscore the necessity for additional actions to support not only all students but particularly those who are marginalized. **Scope:** LEA-wide	To address these pressing needs, it is crucial to strengthen and refine the Multi-Tiered System of Support (MTSS) for all students. This system encompasses support structures and interventions that provide targeted assistance at various levels of intensity based on student needs. The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question. Intervention/MTSS • Staff for Student Support Services: These staff members can provide targeted support to English Learners, Foster and Homeless Youth, and low-income students who may require additional assistance. • Support for Intervention/MTSS Programs: This ensures that resources are allocated to support the implementation and effectiveness of intervention programs specifically tailored to the needs of marginalized students. • MTSS Sites: Maintaining or increasing the number of MTSS sites ensures that all students, including English Learners and other at-risk groups, have access to the support they need. • Paraprofessionals: Additional support staff can offer one-on-one or small group	Metrics: 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36

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, particularly beneficial for English Learners and students with learning challenges. • After-School Tutoring/Mentorship Programs: Offered interventions can provide additional academic support and positive role modeling, particularly beneficial for students facing multiple challenges. Mental Health/Social-Emotional Support • Student Assistance Specialists/Behavior Clinicians: These professionals can provide targeted support to students experiencing social-emotional challenges, which may be more prevalent among marginalized student populations. • PBIS/RP Training: These frameworks promote positive behavior and can benefit all students, especially those with behavioral challenges. • Behaviorists/Behavioral Coaches: Offer targeted support for students with behavioral needs, particularly beneficial for Foster and Homeless Youth. Support for Students Chronically Absent • Attendance Liaisons/Intervention Centers: Provide targeted support to address barriers to attendance, which can disproportionately affect marginalized students. • Foster/Homeless Liaison: Specialized support for students in these situations, addressing attendance challenges associated with mobility.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Suspension/Expulsion/Dropout Rate • Behaviorists/PBIS: These programs can help reduce suspension rates by promoting positive behavior and creating a more inclusive school environment. • Restorative Practices: Offer alternatives to suspension, particularly beneficial for marginalized students who may face discipline disproportionately. • Cultural Competency & Diversity Training: This training can help create a more inclusive and understanding school culture, reducing conflict and discipline issues. RIGOROUS INTERVENTION & STUDENT ENRICHMENT (RISE) • RISE Staffing/Curriculum/Training: These programs are designed to support students with significant academic challenges, providing tailored support for those who may be struggling to meet grade-level standards. Remediation Programs • K-12 Remediation Programs: Offer targeted support to students who need additional assistance to catch up academically, particularly beneficial for English Learners and low-income students. • Summer School/Intersession: These programs can provide intensive support and academic catch-up opportunities.	

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		• Zero-Period Credit Recovery: Allows students to make up credits, important for English Learners and low-income students aiming for college or career readiness. • eLearning/Online Courses: Provides flexible learning options, particularly beneficial for students facing barriers to attendance or transportation. In summary, these actions within the MTSS and intervention programs framework provide targeted and comprehensive support to all students, with a specific focus on meeting the needs of English Learners, Foster and Homeless Youth, and low-income students. By addressing academic, social-emotional, attendance, and behavioral challenges, these initiatives aim to create a more equitable and supportive learning environment where all students can thrive and succeed.	
1.5	**Action:** Ensure Students have diverse enrichment opportunities at all school sites. **Need:** Following the COVID-19 pandemic, the chronic absenteeism rate among students remains elevated compared to pre-pandemic levels. Surveys conducted with students and parents, alongside attendance data, clearly indicate the necessity to introduce enrichment activities that can captivate students' interest and promote regular attendance. This need is particularly pronounced for low-income	Summer Enrichment • Qualified instructors can design engaging activities that pique students' interest, encouraging regular attendance. • Transition programs can help students smoothly move from one grade level to another, reducing anxiety and promoting attendance. VAPA Opportunities • Visual and performing arts programs offer creative outlets that can inspire attendance, especially for students interested in these areas.	Metrics: 1.37, 1.38, 1.39, 1.42, 1.43, 1.44, 1.45

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
	students who often have limited opportunities to engage in activities during the school year or over summer break. **Scope:** LEA-wide	• Experiencing professional performances can inspire students' interest in the arts and motivate regular attendance. Athletics • Sports teams provide a sense of belonging and motivation for students to attend school regularly. • Removing financial barriers allows more students to participate in sports, contributing to improved attendance. • Providing opportunities at the junior high level engages students early, promoting a positive school experience and attendance. Activities • Various activities such as clubs, leadership programs, and events can create a vibrant school culture, encouraging students to attend regularly. • Dedicated staff can organize diverse activities that appeal to different interests, promoting attendance. • Building a strong extracurricular program in junior high fosters a sense of community and encourages attendance. Expanded Learning Programs (EXLP) • Leadership ensures a well-organized and varied program that attracts students and promotes attendance. • Additional staff provide personalized attention and support, making programs more engaging and encouraging attendance.	

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		• Well-equipped programs offer diverse activities that capture students' interest, increasing attendance. STEM/STEAM • STEM/STEAM activities offer hands-on learning experiences that can be particularly engaging for students, improving attendance. Elementary Enrichment and GATE • Outdoor Education: Outdoor experiences at grade 6 promote hands-on learning and engagement, positively impacting attendance. • Support for GATE: Enrichment opportunities tailored to gifted students foster their interests and encourage consistent attendance. Enrichment 7-12 • Marketing and promoting enrichment options at the 7-12 levels can spark interest and motivate attendance. • Esports appeal to a wide range of students, providing an alternative and engaging activity that encourages attendance. Ensuring these enrichment opportunities are available district-wide ensures all students, regardless of school location or resources, have access to engaging activities. • District-wide implementation guarantees a consistent experience for all students,	

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		fostering a sense of community and inclusivity. • By implementing these actions district-wide or schoolwide, the impact on student engagement and attendance is magnified, benefiting a larger student population. • Centralized planning and implementation allow for efficient use of resources, ensuring programs are well-funded and sustainable. • Sharing successful practices and experiences across schools fosters collaboration and continuous improvement in providing engaging activities that promote attendance. In summary, these actions, when implemented district-wide or schoolwide, offer a comprehensive approach to addressing chronic absenteeism by providing diverse and engaging enrichment opportunities. They cater to the interests of all students, particularly benefiting English Learners, Foster and Homeless Youth, and low-income students who may have limited access to such activities. By promoting attendance through exciting programs in various areas like arts, athletics, STEM/STEAM, and enrichment, schools create a positive school culture that encourages regular attendance and student engagement	
1.6	**Action:** Increase access to general education for students with disabilities, including students with disabilities who are also English Learner students, Socio-economically Disadvantage	The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district,	Metrics: 1.46, 1.47

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
	students, and foster youth, through inclusionary practices. **Need:** Students with disabilities are performing at a lower level academically than their peers. Additionally, they have lower attendance rates, higher suspension rates, and more behavioral referrals. **Scope:** LEA-wide	all schools have the resources and support needed to address the identified needs of the student groups in question. Increase General Education Access for Students with Disabilities • An instructional coach can provide personalized support to teachers, helping them develop strategies to meet the diverse needs of students with disabilities. This support can improve the quality of instruction in general education classrooms, making the curriculum more accessible and engaging for students with disabilities. Paraprofessionals • Paraprofessionals can offer individualized support to students with disabilities within the general education setting, assisting with tasks and activities as needed. Having paraprofessionals present can increase students' confidence and ability to participate in classroom activities, potentially improving their academic performance. Support/Coaching • Providing ongoing support and coaching to teachers helps them implement effective strategies for students with disabilities. Teachers who receive support are better equipped to address diverse learning needs, potentially leading to increased academic achievement for students with disabilities.	

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		Technology • Technology tools and devices can facilitate access to the curriculum for students with disabilities. Assistive technology, such as text-to-speech software or adaptive devices, can enhance students' ability to engage with content and complete tasks, improving their academic outcomes. Training/PD (Professional Development) • Training and professional development opportunities focus on inclusive practices, differentiation, and understanding the needs of students with disabilities. Educators who receive targeted training are better prepared to create inclusive classrooms and implement effective teaching strategies, which can lead to improved academic performance for students with disabilities. Inclusion Specialists • Inclusion specialists provide expertise in inclusive practices and support teachers in adapting curriculum and instruction for students with disabilities. With the help of inclusion specialists, teachers can create more inclusive learning environments where students with disabilities have greater access to the curriculum and opportunities for success. Inclusion Coordinator	

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		• An inclusion coordinator oversees the implementation of inclusion practices and collaborates with staff to ensure students with disabilities are fully included in general education. Having an inclusion coordinator helps to create a cohesive approach to inclusion, leading to improved access to general education and academic success for students with disabilities. Student Services Administrator 7-12 • A student services administrator oversees the support services and programs for students with disabilities, ensuring they receive appropriate accommodations and resources. Having a dedicated administrator focused on student services can lead to more effective coordination of support, increased access to resources, and improved outcomes, including higher graduation rates, for students with disabilities. Overall Impact • These actions collectively create a supportive and inclusive environment for students with disabilities, including English Learners, Foster Youth, and low-income students. • Increased access to general education through specialized support, technology, training, and dedicated personnel can lead to improved academic performance, attendance rates, and behavioral outcomes.	

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		• Inclusion specialists, instructional coaches, paraprofessionals, and substitutes provide targeted support to address the unique needs of students with disabilities, contributing to higher graduation rates and overall success. • By implementing these actions, schools can create a more equitable and inclusive educational experience for all students, particularly those with disabilities, fostering their academic growth and achievement.	
2.1	**Action:** Engage staff in professional development in all areas of the Instructional Core, including supports for all learners utilizing Board-adopted curriculum, building strategies to engage all students using language and literacy, and supporting Professional Learning Communities focused on increasing positive student outcomes. **Need:** The district has identified several key needs: enhancing instructional practices, supporting all learners, increasing student engagement, promoting positive student outcomes, aligning with the Board-adopted curriculum, and meeting the ongoing professional development needs of educators. There is a specific emphasis on addressing the instructional needs of English Learners. **Scope:**	English Learner-focused Professional Development: This action recognizes the unique needs of English learners (ELs). By increasing professional development (PD) for teachers focused on Designated English Language Development and Integrated English Language Development, teachers will gain the necessary skills to effectively teach ELs. EL Coaches will also provide specialized support to teachers, enhancing their ability to meet the diverse needs of EL students. Additionally, PD for site staff and administration on parent and community outreach will ensure a holistic approach to supporting ELs, involving families and the broader community in the educational process. The assessment of EL-focused PD ensures that these initiatives are effective and impactful. Professional Development to Support the Effective Implementation of the Instructional Core: This action provides comprehensive training for all employees, including teachers, to support the	Metrics 2.1, 2.2, 1.21, 1.22, 1.23, 1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Instructional Core. Teachers will receive training on how to develop and use assessments, curriculum, and instructional strategies that align with the core objectives of the district. This training ensures that teachers have the necessary tools and knowledge to create effective learning environments for all students, including ELs. In summary, these actions directly address the needs of English learners by providing targeted professional development for teachers, coaches, and staff. They also support district-wide teacher training by offering a comprehensive approach to enhancing instructional practices and ensuring that all educators have the necessary resources to support student achievement. The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question.	
2.2	**Action:** Ensure all staff are building their capacities as professionals in support of improving positive student outcomes and building their skills to support potential career advancement within the organization. **Need:** The district has identified the following needs based on the achievement of unduplicated students:	The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question. These initiatives address the need district-wide for ensuring all staff are building their capacities as	Metrics 2.6, 2.7, 2.8, 2.9, 1.1, 1.2, 1.46, 1.47

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
	Professional Development: to support teachers' instructional practices to increase the academic achievement of all students with a focus on unduplicated students. Support for English Learners through enhanced instructional practices and creating an inclusive learning environment for English learners. Support for Students with Disabilities: Providing specialized skills and practices through professional development for staff working with students with disabilities, including training on inclusionary practices and programs for bridge credentialing and added authorizations. Improving Student Outcomes: Enhancing instructional practices, providing induction support for new teachers and administrators, and offering leadership development opportunities to contribute to improved student engagement and academic achievement. Equity and Inclusion: Promoting equity and inclusion through restorative practices training, leadership development, and professional development for all staff to create a positive and inclusive school culture. Career Advancement Opportunities: Offering leadership development programs such as Leaders in Learning, Future Principals Workshops, and Leadership Coaching to	professionals to support improving student outcomes and building their skills to support potential career advancement within the district, with a specific focus on English learners, foster youth, and students with disabilities: 1. Curriculum and Instruction/Professional Development (CIPD) This ensures that there are dedicated roles within the district to provide ongoing support and guidance for administrators in matters related to curriculum, instruction, and professional development. This support ensures the smooth operation of CIPD programs and initiatives, allowing staff to focus on providing quality professional development opportunities. 2. Induction Support/Administrator Credentialing Program - Provide mentors/coaches for new teachers: This program helps new teachers, including those working with English learners, foster youth, and students with disabilities, by providing guidance and support from experienced educators. New administrators will benefit from mentorship to navigate their roles effectively, especially in supporting diverse student populations. 3. Leadership Development By focusing on building leadership capacity, administrators are better equipped to provide targeted support for English learners, foster youth, and students with disabilities. This includes creating school-focused initiatives, fostering collaborative cultures, improving classroom instruction, and ensuring accountability.	

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	support staff in advancing their careers within the district. Alignment with Board-Adopted Curriculum: Maintaining administrator support positions and clerical support for Curriculum and Instruction/Professional Development to ensure alignment with the Board-Adopted curriculum, promoting consistency and effectiveness in instruction across the district. **Scope:** LEA-wide	Empowering teacher leaders benefits all students, including those with diverse needs, by promoting instructional excellence and support within schools. 4. Professional Development for Staff of Students with Disabilities This training directly addresses the needs of staff working with students with disabilities, fostering a more inclusive and supportive environment. 5. Restorative Practices PD Restorative practices training benefits all students by promoting positive behavior management strategies. This is especially important for English learners, foster youth, and students with disabilities who may benefit from alternative discipline approaches that focus on building relationships and repairing harm. In summary, these initiatives provide a comprehensive approach to professional development, leadership development, and support programs that directly address the needs of English learners, foster youth, and students with disabilities. They aim to ensure that all staff are equipped with the necessary skills and support systems to improve student outcomes and advance their careers within the district.	
2.3	**Action:** Empower staff with training opportunities to support students in their development of the MCS Character Traits and attainment of the Seal of Biliteracy and Seal of Civic Engagement.	The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the	Metrics 2.12, 2.13, 2.14, 1.10

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	Need: The district has identified the following needs based on the current achievement/participation levels of unduplicated students: 1. Training Opportunities for Staff Related to the MCS Character Traits: Providing staff with training opportunities to support students' development of the MCS Character Traits. 2. Seal of Biliteracy: Providing training for staff to support students in attaining the State Seal of Biliteracy, which recognizes proficiency in two or more languages. This also supports the needs of English Learner students. 3. Seal of Civic Engagement: Providing staff with training to assist students in achieving the State Seal of Civic Engagement, which acknowledges active participation in civic activities and community engagement. **Scope:** LEA-wide	student groups in question. These actions directly support the identified needs as follows: 1. MCS Character Trait -Prep providers: By preparing providers with training, they will be equipped with the necessary knowledge and skills to effectively teach and model the MCS Character Traits to students. 2. State Seal of Civic Engagement (SSCE) / State Seal of Biliteracy (SSB) • Offering training and raising awareness about the State Seal of Civic Engagement ensures that staff are knowledgeable about the requirements and criteria for students to achieve this recognition. Staff can then guide and support students in their civic engagement activities. • State Seal of Biliteracy training/awareness: Similarly, providing training and awareness about the State Seal of Biliteracy equips staff with the information needed to help students attain proficiency in multiple languages and meet the requirements for the seal. In summary, these actions support the identified needs by providing training opportunities for staff on character trait instruction, State Seal of Civic Engagement, and State Seal of Biliteracy. Additionally, providing materials/supplies and assessment support ensures that educators have the tools and resources needed to guide and	

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		support students in their development of character traits and attainment of these prestigious seals.	
2.4	**Action:** Ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core. **Need:** Based on survey data and academic achievement, the identified need is to ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core and provide equitable access for unduplicated students, particularly English learner students to improve academic achievement which is below the district average. **Scope:** LEA-wide	The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question. These actions directly address the identified need to ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core and provide equitable access for all students, with an emphasis on unduplicated students: 1. Education Technology Integration Training • Provide PD focused on utilizing technology to enhance teaching practices: This action offers professional development (PD) sessions specifically focused on using educational technology to improve teaching practices. Staff will learn how to effectively integrate technology into their lessons to enhance the Instructional Core. This training equips educators with the knowledge and skills to leverage technology for more engaging and effective instruction that will allow unduplicated students better accessibility to the curriculum and provide individualized assistance. 2. Personalized Educational Technology Coaching and Learning	Metrics 1.1, 1.2, 1.5, 1.22, 1.23, 1.47, 2.15, 2.16

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
		• Personalized EdTech Coaching and Liaisons for TK-12 teachers: This action provides personalized coaching and support for teachers in utilizing educational technology. Teachers will receive one-on-one guidance and assistance tailored to their individual needs and teaching styles. EdTech liaisons will serve as resources to help teachers navigate technology integration effectively, with a special focus on how to engage unduplicated students effectively. • Embedded PD for integrating technology in the classroom: Embedding professional development within the classroom environment ensures that teachers receive ongoing support and guidance in integrating technology into their lessons. This approach allows for immediate application of learned skills and strategies. In summary, these actions support the identified need by offering training opportunities, personalized coaching, and embedded professional development focused on utilizing educational technology as a tool to enhance teaching practices and support the Instructional Core. Staff will receive the necessary training, support, and resources to effectively integrate technology into their instruction and improve student learning outcomes. These actions are needed at all sites, so offering them district-wide is the most effective option for implementation.	
2.5	**Action:**	The actions are provided district-wide and school-wide to ensure a consistent and equitable	Metric 2.17, 1.30, 3.2

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	Ensure professional development opportunities are focused on embedding equity and access support the MCS Vision. **Need:** Based on survey data and parent feedback, the identified need is to ensure staff has access to professional development opportunities that are focused on embedding equity and access for all students, but particularly unduplicated students to support the MCS Vision. English learner students, foster youth, and students with disabilities are struggling academically and need staff to understand the need for equity and access. **Scope:** LEA-wide	approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of English learners, foster youth, and students with disabilities. This action directly meets the identified need by providing professional development opportunities for staff focused on equity: 1. Professional Development for Staff on Equity This action offers targeted professional development sessions specifically focused on equity. Staff will receive training on understanding and addressing issues of equity in the educational context. This includes strategies for creating inclusive learning environments, recognizing biases, and promoting equitable practices that support all students with an emphasis on unduplicated students. By providing PD focused on equity, the district is actively working to align staff practices with the MCS Vision. The training emphasizes the importance of equity and access in achieving the district's vision for an inclusive and supportive learning environment. In summary, this action meets the identified need by providing professional development opportunities focused on embedding equity. Staff will receive training to promote equity and access, aligning with the MCS Vision of creating an inclusive and supportive learning environment for	

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		all students with an emphasis on unduplicated students.	
3.3	**Action:** Provide timely and accessible two-way communication incorporating active listening when discussing District/student progress and other important topics with all Educational Partners. **Need:** Survey data reveals a notable communication gap between parents and the school. Parents express a strong desire for more information about district and school happenings. The majority of respondents prefer to receive updates either electronically or through in-person channels. Additionally, most parents reported low participation in school or district committees and limited awareness of district events. Survey demographics indicate that parents of English learners and students with disabilities participate at a lower level overall. However, parents of English learners who respond indicate a desire for more information regarding school and district events. **Scope:** LEA-wide	Actions to Meet Parent Communication Needs: 1. Implement Parents Make a Difference Parent Advocacy Program: • Benefit for All Families: This program helps all parents understand how to advocate for their children within the educational system. It provides valuable information on resources, support, and how to navigate the school environment effectively. • Why District-wide: Implementing this program district-wide ensures equitable access to advocacy skills for all parents, including English Learners' families, foster youth parents, and low-income families. It promotes a culture of parental involvement and empowerment across the district. 2. Parent Ambassador Program to Provide Outreach and Training to Parents: • Benefit for All Families: Parent ambassadors act as bridges between the school and parents, offering support, information, and guidance. They can assist all families, including those with specific needs, in navigating the educational system. • Why District-wide: Providing this program at a district-wide level ensures that all parents, regardless of background or circumstances, have access to trained ambassadors. This promotes inclusivity	Metrics: 3.1, 3.2, 3.4, 3.5

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		and equal opportunities for all families to engage with the school community. Increased Social Media Presence: 1. Accessible Information: Social media platforms provide an easily accessible and convenient way to disseminate information to parents. By posting updates, announcements, and resources on platforms like Facebook, Twitter, or Instagram, schools can ensure that parents, including those with limited time or resources, can stay informed about district and school events. 2. Timely Updates: Social media allows for real-time updates. Schools can quickly share important news, such as school closures, event reminders, or changes in policies. This immediacy is crucial for parents who may need to adjust their schedules or plans accordingly. 3. Engagement Opportunities: Social media platforms facilitate two-way communication. Parents can ask questions, provide feedback, and engage with school staff and other parents. This interaction fosters a sense of community and involvement, which is especially beneficial for English Learners, foster youth, and low-income families who may feel disconnected. While these actions are provided district-wide, they are designed to address the needs of English Learners, foster youth, and low-income families by creating a more inclusive, communicative, and supportive educational environment for all parents. They aim to build a strong foundation of	

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		engagement and empowerment for every family within the district or school.	
3.4	**Action:** Provide welcoming school and office environments with a focus on exceptional and engaging customer service. **Need:** Survey data reveals a notable communication gap between parents and the school. Parents also express dissatisfaction with customer service when they come to the school or district office. Parents of English Learners often have difficulty communicating with school staff due to language barriers. **Scope:** LEA-wide	These actions are instrumental in addressing the communication gap and improving customer service, particularly for parents of English Learners. Create a Culturally Responsive Customer Service Focused District 1. Survey Families: • Addressing Communication Gap: Surveys provide a platform for parents to express their communication preferences and needs. Schools can gather insights into how best to reach parents, including those of English Learners, fostering effective two-way communication. • Understanding Dissatisfaction: Surveys can uncover specific issues parents face with customer service and communication. This data is crucial for targeted improvements. 2. Survey Students: • Insights into Student Experiences: Understanding students' perspectives can inform how schools improve services. For English Learners, student feedback can highlight areas where language barriers impact their interactions with staff. • Identifying Areas for Improvement: Students may have unique insights into customer service experiences at the school or district level, helping identify specific issues to address.	Metric: 3.6

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		3. Provide Training to Staff on Positive and Culturally Responsive Customer Service: • Addressing Language Barriers: Training staff on culturally responsive customer service includes strategies for effective communication with parents of diverse backgrounds. • Improved Interactions: Staff training ensures they are equipped to handle various cultural norms, language barriers, and diverse needs. This leads to more positive and respectful interactions with all parents, improving overall customer service. 4. Provide Translation Support: • Language Accessibility: Translation support directly addresses the language barriers faced by parents of English Learners. It ensures that all communication, including newsletters, announcements, and forms, are accessible to non-English speaking parents. • Enhanced Engagement: When parents can access information in their preferred language, they are more likely to engage with the school community, attend events, and participate in their child's education. In summary, these actions are specifically designed to bridge the communication gap and improve customer service, with a focus on addressing the needs of parents of English Learners. By creating a culturally responsive district, schools can ensure that all families feel	

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
		heard, respected, and engaged in their child's education. While some sites may have more second language parents, the district needs to ensure that all sites can support the language needs of parents. Coordinating these services district-wide ensure equity and access for all.	
3.5	**Action:** Improve operational efficiencies by ensuring a balance of technology in the classroom and maintaining and updating systems/network infrastructure. **Need:** The pandemic underscored the critical need for technology to support both students and staff in achieving educational goals. The increased reliance on technology brought to light challenges related to infrastructure and security that require ongoing attention. Families of low-income students and English learner students report they have less access to technology and need additional support from the district to help their students succeed. **Scope:** LEA-wide	These actions directly support the stated needs and provide substantial benefits for English Learners, Foster Youth, and low-income students: Infrastructure for Technology 1. Cyber Security and Robust Network Infrastructure: Robust cyber security and network infrastructure ensure that online language learning tools and resources are accessible and secure for English Learners. Secure network operations protect the personal data and educational records of all students, ensuring their privacy and security. Reliable network infrastructure means low-income students can access online resources without interruption, leveling the playing field for learning opportunities. 2. 24/7 Cybersecurity Monitoring and Remediation: Protecting personal and district data 24/7 ensures the confidentiality of information. 3. Replace and Upgrade Communication Systems: Efficient communication systems can facilitate quick and secure exchanges of information. Upgraded communication tools ensure that low-income students can easily connect with teachers, access online resources, and receive support as needed.	Metrics 3.7, 3.8, 3.9, 3.10, 3.11, 3.12

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
		Digital Schools 1. Maintain/Replace Student and Staff Technology: Maintaining and replacing technology devices ensures that English Learners have access to updated language learning software and tools and that low-income students have the same learning opportunities as their peers. 2. Adequate Customer Service for Teachers, Parents, and Students: Access to quality customer service means low-income students, foster youth, and English Learners and their families can quickly resolve any technology-related issues, ensuring uninterrupted access to education. Real-Time Data Management System 1. Maintain Modesto Data Dashboard (MODD): Real-time data dashboards can track English Learners' progress in language acquisition, enabling educators to tailor support and resources accordingly. Data dashboards can highlight academic trends, facilitating timely interventions and support. 2. Expand Site-Based Dashboard Data: Site-based dashboard data can include English Learners' language proficiency levels and specific needs, enabling targeted support. Expanded dashboard data can track foster youth's educational milestones and progress, aiding in personalized educational planning and support. Benefits of Application Utilization	

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. Track and Analyze Application Access, Utilization, and Benefits: Tracking application usage helps educators understand which resources are most effective for English Learners' language acquisition and the overall achievement of all students. These actions directly support the critical technology needs of English Learners, foster youth, and low-income students. By addressing infrastructure challenges, ensuring access to digital resources, maintaining real-time data systems, and analyzing application utilization, schools can create an environment where all students have the support they need to achieve their educational goals. The actions are provided district-wide and school-wide to ensure a consistent and equitable approach to education for all students, regardless of their background or circumstances. By implementing these strategies across the district, all schools have the resources and support needed to address the identified needs of the student groups in question.	
3.7	**Action:** Implement and monitor the recommendations identified by the Equity Task Force. **Need:** The district's Equity Task Force identified an number of needs for all students, but particularly for traditionally marginalized student groups including English Learner students and low-income students. The Task	Increase Communication with Parents 1. Implement Parents Make a Difference Parent Advocacy Program: • This program can improve communication with parents of color by empowering them to advocate for their children's needs within the educational system. • For English learners, parents can learn about resources and support available for	Metric 3.2, 3.6,1.30, 5.11

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
	Force made recommendations to address these needs: • lack of teacher diversity • placement of inexperienced teachers at sites with higher populations of marginalized student groups • inadequate communication with parents of students of color and parents of English Learner students • deficient levels of customer service causing a lack of trust • inequities in grading and course access, particularly for students of color, English Learner students, and low-income students **Scope:** LEA-wide	their children's language acquisition and academic success. • Foster youth parents can receive guidance on navigating the system to ensure their children receive the support they need. • Low-income parents can benefit from learning about available programs and services to support their children's education. 2. Parent Ambassador Program to Provide Outreach and Training to Parents: • Parent ambassadors can serve as liaisons between the school and parents, especially for historically marginalized groups. • They can bridge language barriers for English learners' parents, ensuring they receive important information and resources. • Foster youth parents can receive specialized support and guidance from ambassadors who understand the unique challenges faced by these students. • Low-income parents can benefit from ambassadors who can connect them with community resources and support services. Improve Customer Service 1. Provide Professional Development Specific to the Area of Customer Service: • Training staff in customer service can improve interactions with parents of color,	

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
		making them feel more welcomed and respected. • For English learners, staff can learn how to effectively communicate with parents who may have language barriers, enhancing their engagement and trust. • Foster youth families may feel more supported and understood when staff are trained in customer service specific to their needs. • Low-income families can benefit from improved customer service, feeling more valued and respected by the school system. Maintain Site Security Site security plays an important role in creating a safe and welcoming environment for all students and families. When parents feel that their children are attending a secure school, it can positively impact their overall perception of the school's environment and the level of trust they have in the institution. This can indirectly contribute to improved communication, better customer service, and a more positive educational experience for English learners, foster youth, and low-income students. In summary, these actions help address the identified needs by enhancing communication with parents through advocacy programs and ambassadors, improving customer service through specialized training, and indirectly supporting a positive environment through site security measures. By offering these programs district-	

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
		wide, resources are utilized in an effective manner and promote equity amongst the different school sites.	
5.3	**Action:** Expand recruiting and hiring processes to provide support, and increase diversity in the certificated, classified, and management workforce. **Need:** Based on feedback indicating that English learner students do not see themselves represented in the staff at their sites, the Equity Task Force has identified a need for greater diversity in the certificated, classified, and management workforce. Additionally, there is a need to expand the applicant pool to better meet the district's needs and enhance diversity within the workforce. **Scope:** LEA-wide	Expand Recruitment and Hiring Processes 1. Decrease Vacancies: Decreasing vacancies ensure that schools have adequate staff to provide specialized support and resources for English Learners, improving their language acquisition and academic success as well as providing academic stability for all students. 2. Grow Talent from Within MCS: Growing talent from within encourages career advancement opportunities for existing staff, including those from diverse backgrounds. This promotes retention and a sense of commitment to the school community. 3. Hold MCS Job Fairs for Community Outreach and Employer Branding: Job fairs engage the community and showcase the district as an inclusive and diverse employer. This can attract a more diverse pool of candidates, benefiting all students. 4. Staff to Support Expanded Recruitment, Hiring, and Retention: Having staff dedicated to recruitment, hiring, and retention efforts ensures a focused approach to addressing diversity needs. Diversity of Workforce 1. Increase Diversity of the MCS Workforce: Increasing diversity in the workforce ensures that students, including English Learners, foster youth,	Metrics 5.9, 5.10, 5.11, 1.1, 1.2, 1.10, 1.12, 1.22, 1.23, 1.29, 1.46

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 low-income students, see themselves represented among staff. 2. Partner with the Educators Rising Program through CSU Stanislaus: Partnering with programs like Educators Rising introduces students to the teaching profession, particularly those from diverse backgrounds. This can create a pipeline for future diverse educators. 3. Teacher Residency Program: Teacher residency programs provide hands-on experience for aspiring educators, including those from diverse backgrounds. This practical training can better prepare them for teaching diverse student populations. 4. Paid Student Teaching: Paid student teaching opportunities provide valuable hands-on experience for aspiring educators, especially those from underrepresented backgrounds. In summary, these actions support the identified needs for greater diversity district-wide in the workforce and an expanded applicant pool, benefiting all students, including English Learners, foster youth, and low-income students. Coordinating these actions at the district level provides the best utilization of resources.	

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:** Increase the percentage of English learners who reclassify prior to becoming long-term English learners and decrease the percentage of long-term English learners. **Need:** English leaner students and long-term English learner students require additional support to achieve at levels equal to their peers. Current results indicate these students are underperforming on state assessments and have higher rates of absences and suspensions. **Scope:** Limited to Unduplicated Student Group(s)	Added supports will provide greater opportunity for English learner and long-term English learner students to achieve at comparable levels as their peers. Teachers will be better prepared to provide scaffolding in their instruction and better understand the needs of these students. Added support opportunities will enhance the learning experience for these students both in the regular schedule and in an extended day. ELPAC Support • Professional development for teachers in designated and integrated ELD supports student achievement. • Parent, student, and administrator training on the ELPAC assessment provides a greater understanding of the areas in which students will be tested and provides support for the families. Lesson Design and Instructional Support • These actions support teachers in their ability to present the lesson content in a manner the assists the English Learner student to comprehend and achieve.	Metrics: 1.21, 1.22, 1.23, 1.26, 1.28, 1.29, 1.31, 1.33, 1.35, 1.36

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

Not Applicable.

Additional Concentration Grant Funding

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

With most campuses serving a high concentration of unduplicated students, Modesto City Schools has continued to expand staffing and services that provide direct support to students. The district broadened its Multi-Tiered System of Support (MTSS) to include all elementary sites, resulting in the addition of paraprofessionals who deliver daily reading-literacy intervention. At the secondary level, counselor-to-student ratios were reduced in grades 7–12 to strengthen monitoring and support for students identified as at-promise. Site Intervention Teams (SIT) were also established to review student performance, attendance, and progress, enabling early identification and response to emerging concerns.

At the high school level, additional optional periods were added to support students needing to remediate failed courses, with targeted attention to homeless and foster youth and English learner students. Student Support Administrators (SSA) at junior high and high school sites further enhanced these efforts by collaborating with counselors to provide increased oversight and support for unduplicated students, contributing to improved student outcomes.

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	Elementary: 1:21; High School: 1:36	Elementary: 1:17; High School: 1:26
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: 1:18; High School: 1:20	Elementary: 1:17; High School: 1:17

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	$341,115,044	105,147,847	30.825%	0.000%	30.825%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$106,914,006.00	$39,722,592.00	$1,869,653.00	$6,728,385.00	$155,234,636.00	$114,547,640.00	$40,686,996.00

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	Ensure every student has a guaranteed instructional program - not by chance, but by design - as outlined in the Instructional Core.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,399,621.00	$871,258.00	$19,596,504.00	$674,375.00			$20,270,879.00	
1	1.2	Increase the number of students being identified as "prepared" in the college/career indicators, as outlined in the California State Dashboard.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ogoing	$18,597,353.00	$3,521,956.00	$17,952,747.00	$2,416,305.00		$1,750,257.00	$22,119,309.00	
1	1.3	Increase the percentage of English learners who reclassify prior to becoming long-term English learners and decrease the percentage of long-term English learners.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,819,110.00	$308,796.00	$6,592,084.00			$535,822.00	$7,127,906.00	
1	1.4	Develop (Grades 7-12) and refine (Grades TK-6) Multi-Tiered System of Support for all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,037,038.00	$10,358,378.00	$22,638,930.00	$14,701,089.00	$504,663.00	$1,550,734.00	$39,395,416.00	
1	1.5	Ensure Students have diverse enrichment opportunities at all school sites.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,009,033.00	$3,770,267.00	$5,839,989.00	$4,724,311.00		$215,000.00	$10,779,300.00	
1	1.6	Increase access to general education for students with disabilities, including students with disabilities who are also English Learner students, Socio-economically Disadvantage students, and foster youth,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.8

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
		through inclusionary practices.														
2	2.1	Engage staff in professional development in all areas of the Instructional Core, including supports for all learners utilizing Board-adopted curriculum, building strategies to engage all students using language and literacy, and supporting Professional Learning Communities focused on increasing positive student outcomes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,860,743.00	$1,398,719.00	$2,551,829.00	$1,946,774.00		$1,760,859.00	$6,259,462.00	
2	2.2	Ensure all staff are building their capacities as professionals in support of improving positive student outcomes and building their skills to support potential career advancement within the organization.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,212,052.00	$83,330.00	$1,130,246.00	$165,136.00			$1,295,382.00	
2	2.3	Empower staff with training opportunities to support students in their development of the MCS Character Traits and attainment of the Seal of Biliteracy and Seal of Civic Engagement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,358.00	$0.00	$52,358.00				$52,358.00	
2	2.4	Ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								0.4
2	2.5	Ensure professional development opportunities are focused on embedding equity and access support the MCS Vision.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Onging								0.4
3	3.1	Ensure Health and Safety Protocols are in place at schools and facilities.	All	No			All Schools	Ongoing	$3,410,094.00	$483,656.00	$3,673,119.00	$220,631.00			$3,893,750.00	
3	3.2	Promote and recognize outstanding students, families, staff, programs, schools, and community partners.	All	No			All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Provide timely and accessible two-way communication incorporating active listening when discussing District/student progress and other important topics with all Educational Partners.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$362,552.00	$299,127.00	$241,627.00			$420,052.00	$661,679.00	
3	3.4	Provide welcoming school and office environments with a focus on exceptional and engaging customer service.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$8,603,874.00	$8,712,309.00	$3,261,437.00	$13,152,454.00	$406,631.00	$495,661.00	$17,316,183.00	
3	3.5	Improve operational efficiencies by ensuring a balance of technology in the classroom and maintaining and updating systems/network infrastructure.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,968,430.00	$9,266,403.00	$19,234,833.00				$19,234,833.00	
3	3.6	Ensure opportunities for students to have a voice in providing feedback for policies, practices, and procedures for District and site-level initiatives.	All	No			All Schools	Ongoing	$235,900.00	$14,940.00	$250,840.00				$250,840.00	
3	3.7	Implement and monitor the recommendations identified by the Equity Task Force.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								0.5
4	4.1	Implement a sustainable budget plan under the Local Control Funding Formula.	All	No			All Schools	Ongoing	$235,894.00	$98,650.00	$272,627.00	$61,917.00			$334,544.00	
4	4.2	Engage educational partners in a District Budget Committee process.	All	No			All Schools	3 years								
4	4.3	Invest in school facilities, technology, and infrastructure with a focus on health, safety, and sustainability.	All	No			All Schools	Ongoing	$3,300,968.00	$407,241.00	$2,749,850.00		$958,359.00		$3,708,209.00	
4	4.4	Strategically plan for future needs by annually monitoring feeder districts, inter-district transfers, and MCS enrollment.	All	No			All Schools	Ongoing								

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
5	**5.1**	Create a District culture of valuing all employees to facilitate hiring and maximize retention.	All	No			All Schools	Ongoing								
5	**5.2**	Strengthen partnerships with local teaching, training, and employment programs, while building internal employment pipelines.	All	No			All Schools	Ongoing								
5	**5.3**	Expand recruiting and hiring processes to provide support, and increase diversity in the certificated, classified, and management workforce.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$818,425.00	$56,561.00	$874,986.00				$874,986.00	
5	**5.4**	Improve communication and collaboration within and between District divisions, departments, and sites to support Modesto City Schools' Destination District vision, mission, values, and strategic goals.	All	No			All Schools	Ongoing								
5	**5.5**	Monitor and refine systems and structures to ensure efficient hiring timelines to meet staffing needs.	All	No			All Schools	Ongoing								
6	**6.1**	Dual Enrollment - Discontinued 2025-26	All	No			Specific Schools: Robert Elliott Education Center	Ongoing								
6	**6.2**	College and Career Preparation	All	No			Specific Schools: Robert Elliott Education Center	Ongoing	$77,116.00	$187,884.00		$265,000.00			$265,000.00	
6	**6.3**	College and Career Readiness	All	No			Specific Schools: Robert Elliott Education Center	Ongoing	$187,220.00	$212,780.00		$400,000.00			$400,000.00	
6	**6.4**	Enrichment Activities	All	No			Specific Schools: Robert Elliott	Ongoing	$90,000.00	$0.00		$90,000.00			$90,000.00	

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
							Education Center									
6	**6.5**	Professional Development	All	No			Specific Schools: Robert Elliott Education Center	Ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
6	**6.6**	PBIS	All	No			Specific Schools: Robert Elliott Education Center	Ongoing	$0.00	$70,000.00		$70,000.00			$70,000.00	
6	**6.7**	Academic Intervention	All	No				Ongoing	$135,735.00	$119,265.00		$255,000.00			$255,000.00	
7	**7.1**	Attendance/Chronic Absenteeism	All	No			Specific Schools: Wright Elementary	2026-27 School Year	$35,924.00	$173,176.00		$209,100.00			$209,100.00	
7	**7.2**	Academic Achievement/Intervention	All	No			Specific Schools: Wright Elementary	2026-27 School Year	$86,600.00	$78,300.00		$164,900.00			$164,900.00	
7	**7.3**	Professional Development	All	No			Specific Schools: Wright Elementary	2026-27 School Year	$11,600.00	$94,000.00		$105,600.00			$105,600.00	

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
$341,115,044	105,147,847	30.825%	0.000%	30.825%	$99,967,570.00	2.100%	31.406 %	**Total:**	$99,967,570.00
								LEA-wide Total:	$93,375,486.00
								Limited Total:	$6,592,084.00
								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	Ensure every student has a guaranteed instructional program - not by chance, but by design - as outlined in the Instructional Core.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,596,504.00	
1	1.2	Increase the number of students being identified as "prepared" in the college/career indicators, as outlined in the California State Dashboard.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,952,747.00	
1	1.3	Increase the percentage of English learners who reclassify prior to becoming long-term English learners and decrease the percentage of long-term English learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$6,592,084.00	
1	1.4	Develop (Grades 7-12) and refine (Grades TK-6) Multi-	Yes	LEA-wide	English Learners Foster Youth	All Schools	$22,638,930.00	

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 (%)
		Tiered System of Support for all students.			Low Income			
1	1.5	Ensure Students have diverse enrichment opportunities at all school sites.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,839,989.00	
1	1.6	Increase access to general education for students with disabilities, including students with disabilities who are also English Learner students, Socio-economically Disadvantage students, and foster youth, through inclusionary practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0.8
2	2.1	Engage staff in professional development in all areas of the Instructional Core, including supports for all learners utilizing Board-adopted curriculum, building strategies to engage all students using language and literacy, and supporting Professional Learning Communities focused on increasing positive student outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,551,829.00	
2	2.2	Ensure all staff are building their capacities as professionals in support of improving positive student outcomes and building their skills to support potential career advancement within the organization.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,130,246.00	
2	2.3	Empower staff with training opportunities to support students in their development of the MCS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,358.00	

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 (%)
		Character Traits and attainment of the Seal of Biliteracy and Seal of Civic Engagement.						
2	**2.4**	Ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.4
2	**2.5**	Ensure professional development opportunities are focused on embedding equity and access support the MCS Vision.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.4
3	**3.3**	Provide timely and accessible two-way communication incorporating active listening when discussing District/student progress and other important topics with all Educational Partners.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,627.00	
3	**3.4**	Provide welcoming school and office environments with a focus on exceptional and engaging customer service.	Yes	LEA-wide	English Learners Low Income	All Schools	$3,261,437.00	
3	**3.5**	Improve operational efficiencies by ensuring a balance of technology in the classroom and maintaining and updating systems/network infrastructure.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,234,833.00	
3	**3.7**	Implement and monitor the recommendations identified by the Equity Task Force.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.5
5	**5.3**	Expand recruiting and hiring processes to provide support, and increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$874,986.00	

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 (%)
		diversity in the certificated, classified, and management workforce.						

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$152,165,471.00	$194,122,259.00

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**	Ensure every student has a guaranteed instructional program - not by chance, but by design - as outlined in the Instructional Core.	Yes	$20,242,528.00	$20,533,700
1	**1.2**	Increase the number of students being identified as "prepared" in the college/career indicators, as outlined in the California State Dashboard.	Yes	$21,637,326.00	$25,861,480
1	**1.3**	Increase the percentage of English learners who reclassify prior to becoming long-term English learners and decrease the percentage of long-term English learners.	Yes	$7,503,115.00	$7,306,124
1	**1.4**	Develop (Grades 7-12) and refine (Grades TK-6) Multi-Tiered System of Support for all students.	Yes	$40,305,744.00	$49,540,480
1	**1.5**	Ensure Students have diverse enrichment opportunities at all school sites.	Yes	$9,261,432.00	$21,205,534
1	**1.6**	Increase access to general education for students with disabilities, including students with disabilities who are also English Learner students, Socio-economically Disadvantage students, and foster youth, through inclusionary practices.	Yes	$0.00	$0
2	**2.1**	Engage staff in professional development in all areas of the Instructional Core, including supports for all learners utilizing	Yes	$6,543,934.00	$12,725,872

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)
		Board-adopted curriculum, building strategies to engage all students using language and literacy, and supporting Professional Learning Communities focused on increasing positive student outcomes.			
2	**2.2**	Ensure all staff are building their capacities as professionals in support of improving positive student outcomes and building their skills to support potential career advancement within the organization.	Yes	$1,973,207.00	$2,111,601
2	**2.3**	Empower staff with training opportunities to support students in their development of the MCS Character Traits and attainment of the Seal of Biliteracy and Seal of Civic Engagement.	Yes	$51,750.00	$551,750
2	**2.4**	Ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core.	Yes		
2	**2.5**	Ensure professional development opportunities are focused on embedding equity and access support the MCS Vision.	Yes		
3	**3.1**	Ensure Health and Safety Protocols are in place at schools and facilities.	No	$4,502,508.00	$5,292,322
3	**3.2**	Promote and recognize outstanding students, families, staff, programs, schools, and community partners.	No		
3	**3.3**	Provide timely and accessible two-way communication incorporating active listening when discussing District/student progress and other important topics with all Educational Partners.	Yes	$657,919.00	$1,014,486
3	**3.4**	Provide welcoming school and office environments with a focus on exceptional and engaging customer service.	Yes	$14,738,496.00	$20,442,001

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	3.5	Improve operational efficiencies by ensuring a balance of technology in the classroom and maintaining and updating systems/network infrastructure.	Yes	$18,729,464.00	$19,719,711
3	3.6	Ensure opportunities for students to have a voice in providing feedback for policies, practices, and procedures for District and site-level initiatives.	No	$196,808.00	$215,767
3	3.7	Implement and monitor the recommendations identified by the Equity Task Force.	Yes		
4	4.1	Implement a sustainable budget plan under the Local Control Funding Formula.	No	$241,842.00	$314,134
4	4.2	Engage educational partners in a District Budget Committee process.	No		
4	4.3	Invest in school facilities, technology, and infrastructure with a focus on health, safety, and sustainability.	No	$3,658,170.00	$3,647,616
4	4.4	Strategically plan for future needs by annually monitoring feeder districts, inter-district transfers, and MCS enrollment.	No		
5	5.1	Create a District culture of valuing all employees to facilitate hiring and maximize retention.	No		
5	5.2	Strengthen partnerships with local teaching, training, and employment programs, while building internal employment pipelines.	No		
5	5.3	Expand recruiting and hiring processes to provide support, and increase diversity in the certificated, classified, and management workforce.	Yes	$809,930.00	$1,995,335
5	5.4	Improve communication and collaboration within and between District divisions, departments, and	No		

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)
		sites to support Modesto City Schools' Destination District vision, mission, values, and strategic goals.			
5	**5.5**	Monitor and refine systems and structures to ensure efficient hiring timelines to meet staffing needs.	No		
6	**6.1**	Dual Enrollment - Discontinued 2025-26	No	$0	
6	**6.2**	College and Career Preparation	No	$174,000.00	$176,604
6	**6.3**	College and Career Readiness	No	$300,000.00	$282,431
6	**6.4**	Enrichment Activities	No	$52,250.00	$346,563
6	**6.5**	Professional Development	No	$160,000.00	$157,130
6	**6.6**	PBIS	No	$70,000.00	$268,287
6	**6.7**	Intervention	No	$57,908.00	$111,934
7	**7.1**	Attendance/Chronic Absenteeism	No	$145,140.00	$130,549
7	**7.2**	Academic Achievement/Intervention	No	$100,000.00	$89,163
7	**7.3**	Professional Development	No	$52,000.00	$81,685

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)
$101,704,367	$96,402,445.00	$183,008,074.00	($86,605,629.00)	2.100%	2.100%	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	Ensure every student has a guaranteed instructional program - not by chance, but by design - as outlined in the Instructional Core.	Yes	$19,724,931.00	$20,533,700		
1	1.2	Increase the number of students being identified as "prepared" in the college/career indicators, as outlined in the California State Dashboard.	Yes	$17,221,403.00	$25,861,480		
1	1.3	Increase the percentage of English learners who reclassify prior to becoming long-term English learners and decrease the percentage of long-term English learners.	Yes	$6,981,548.00	$7,306,124		
1	1.4	Develop (Grades 7-12) and refine (Grades TK-6) Multi-Tiered System of Support for all students.	Yes	$20,879,949.00	$49,540,480		
1	1.5	Ensure Students have diverse enrichment opportunities at all school sites.	Yes	$5,335,467.00	$21,205,534		
1	1.6	Increase access to general education for students with disabilities, including students with disabilities who are also English Learner students,	Yes	$0.00	$0	0.8	0.8

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)
		Socio-economically Disadvantage students, and foster youth, through inclusionary practices.					
2	**2.1**	Engage staff in professional development in all areas of the Instructional Core, including supports for all learners utilizing Board-adopted curriculum, building strategies to engage all students using language and literacy, and supporting Professional Learning Communities focused on increasing positive student outcomes.	Yes	$2,826,825.00	$12,725,872		
2	**2.2**	Ensure all staff are building their capacities as professionals in support of improving positive student outcomes and building their skills to support potential career advancement within the organization.	Yes	$1,280,125.00	$2,111,601		
2	**2.3**	Empower staff with training opportunities to support students in their development of the MCS Character Traits and attainment of the Seal of Biliteracy and Seal of Civic Engagement.	Yes	$51,750.00	$551,750		
2	**2.4**	Ensure staff have training and support in utilizing educational technology as a tool to support the Instructional Core.	Yes		$0	0.4	0.4
2	**2.5**	Ensure professional development opportunities are focused on embedding equity and access support the MCS Vision.	Yes		$0	0.4	0.4

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Provide timely and accessible two-way communication incorporating active listening when discussing District/student progress and other important topics with all Educational Partners.	Yes	$242,146.00	$1,014,486		
3	**3.4**	Provide welcoming school and office environments with a focus on exceptional and engaging customer service.	Yes	$2,449,907.00	$20,442,001		
3	**3.5**	Improve operational efficiencies by ensuring a balance of technology in the classroom and maintaining and updating systems/network infrastructure.	Yes	$18,598,464.00	$19,719,711		
3	**3.7**	Implement and monitor the recommendations identified by the Equity Task Force.	Yes		$0	0.5	0.5
5	**5.3**	Expand recruiting and hiring processes to provide support, and increase diversity in the certificated, classified, and management workforce.	Yes	$809,930.00	$1,995,335		

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)
$333,445,130	$101,704,367	0	30.501%	$183,008,074.00	2.100%	56.984%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(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 32627(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 32627(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 32627(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