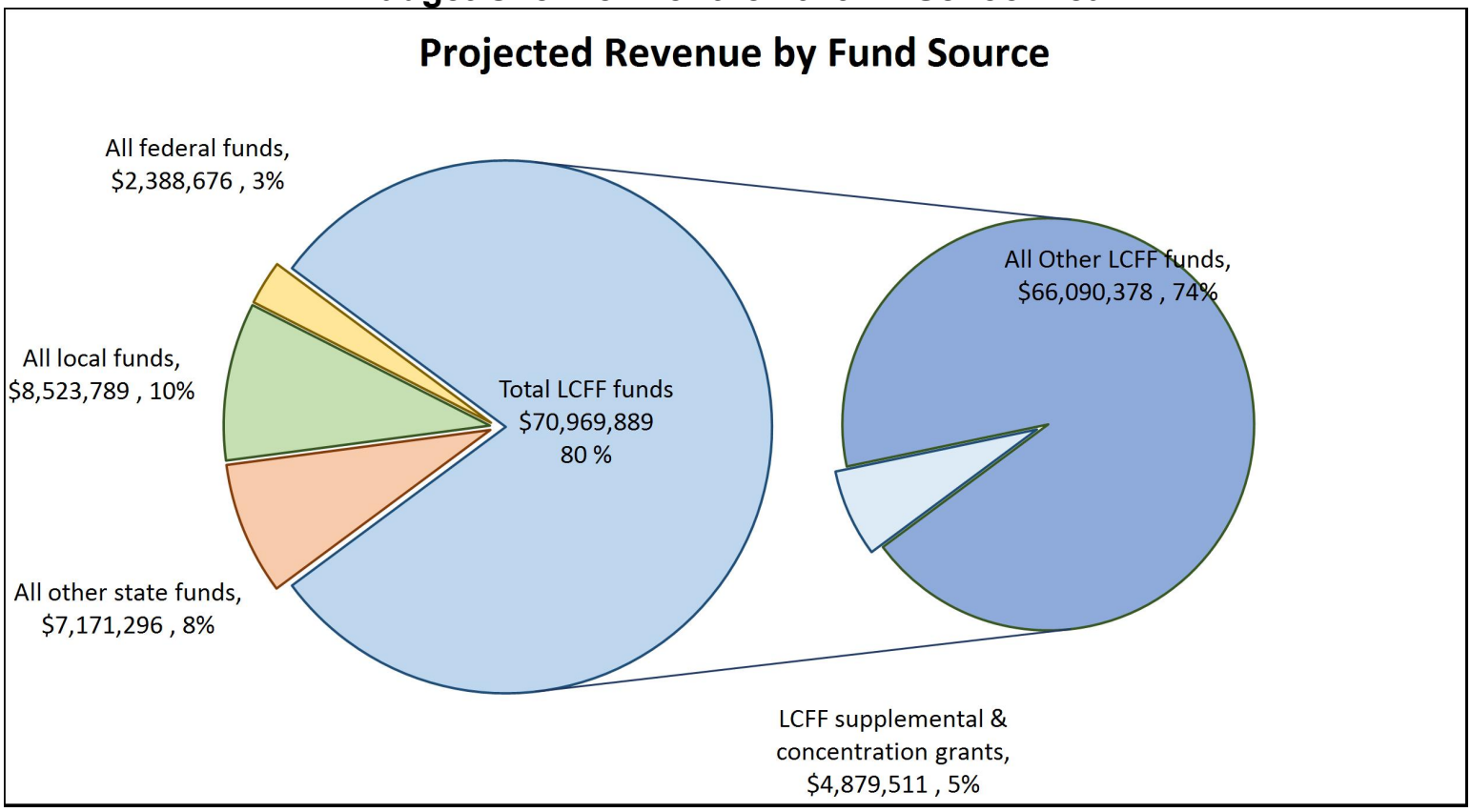
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Moorpark Unified School District
CDS Code: 56739400000000
School Year: 2026-27
LEA contact information:
Kelli Hays
Superintendent
khays@mrpk.org
(805) 378-6300

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

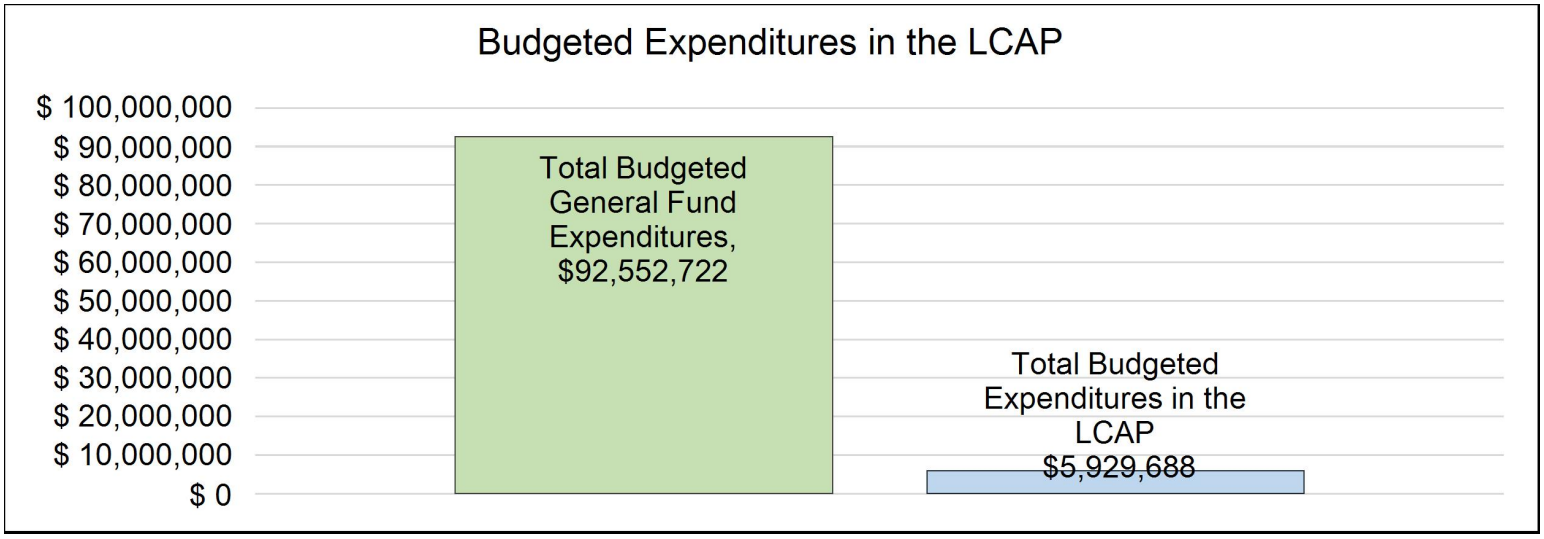


This chart shows the total general purpose revenue Moorpark Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Moorpark Unified School District is $89,053,650, of which $70,969,889 is Local Control Funding Formula (LCFF), $7,171,296 is other state funds, $8,523,789 is local funds, and $2,388,676 is federal funds. Of the $70,969,889 in LCFF Funds, $4,879,511 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 Moorpark Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Moorpark Unified School District plans to spend $92,552,722 for the 2026-27 school year. Of that amount, $5,929,688 is tied to actions/services in the LCAP and $86,623,034 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

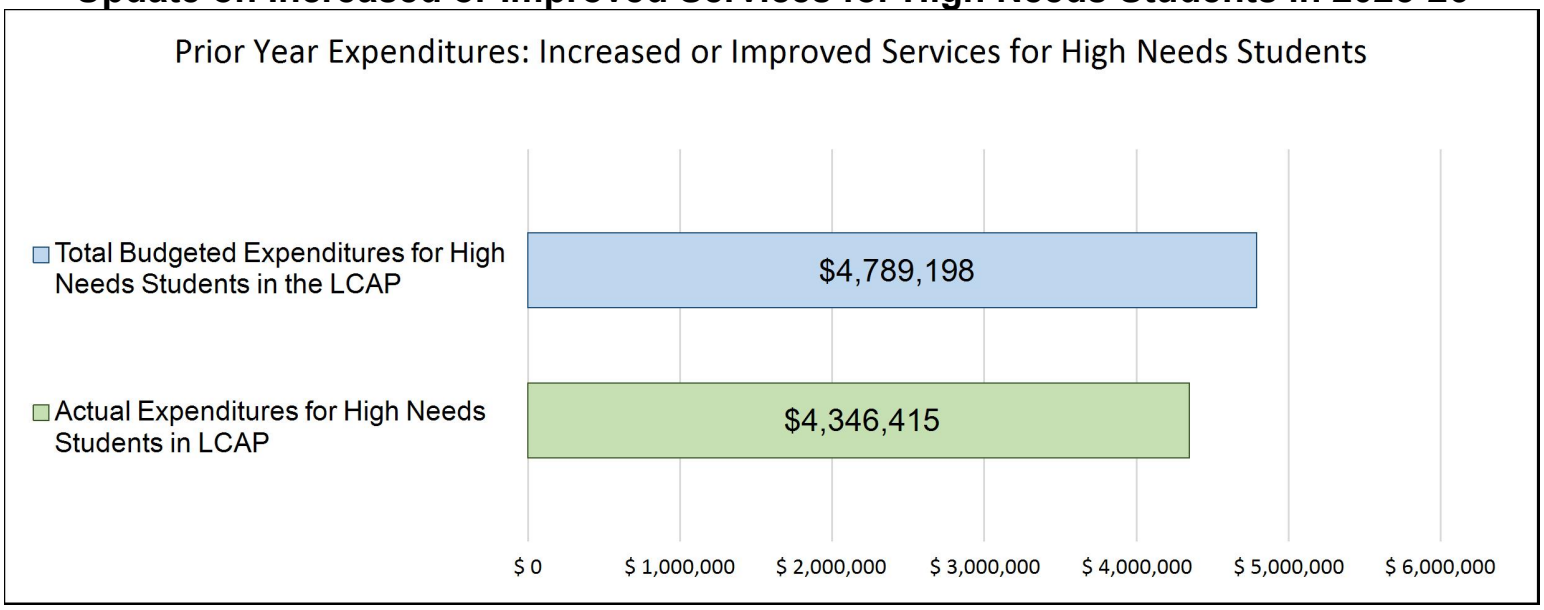
General Fund budget expenditures not included in the LCAP are primarily salaries and benefits for most certificated and classified staff working to support the district's base instructional program. Additional expenditures not reflected in the LCAP include materials and supplies, special education, categorical program activities, school safety, facility maintenance, transportation, contracted services and other operational costs.

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

In 2026-27, Moorpark Unified School District is projecting it will receive $4,879,511 based on the enrollment of foster youth, English learner, and low-income students. Moorpark Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Moorpark Unified School District plans to spend $4,939156 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Moorpark Unified School District's LCAP budgeted $4,789,198 for planned actions to increase or improve services for high needs students. Moorpark Unified School District actually spent $4,346,415 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $442,783 had the following impact on Moorpark Unified School District's ability to increase or improve services for high needs students:

Various positions for certificated and support staff remained vacant although they were posted all year. As a result, the district modified the manner in which certain planned actions and services were implemented so High Needs Students would still benefit from planned support to the extent possible given the challenges of employee shortages. Available data shows that many students continue to need additional acceleration to ensure that the achievement gap between English Learners, Low-Income students, Foster Youth, and students experiencing homelessness doesn't widen. Unexpended funds from 2025-26 aimed to increase or improve services, will be used in 2026-27 to increase or improve services for High Needs Students. In addition, the district also utilized one-time funds to support student needs, and was able to provide ongoing services to those students in need. This includes funding from the Educator Effectiveness Block Grant (EEBG), Learning Recovery Emergency Block Grant (LREBG), and the Student Support and Professional Development Grant (SSPD).

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
Moorpark Unified School District	Kelli Hays Superintendent	khays@mrpk.org (805) 378-6300

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.

Moorpark Unified School District (MUSD) is committed to ensuring academic excellence for all students through highly effective teaching and leadership, innovative 21st-century learning environments, and a focus on connecting with every student, every day.

MUSD is located in the city of Moorpark, a medium-sized community of approximately 34,800 residents in Ventura County, Southern California. Moorpark serves as a bedroom community for the greater Los Angeles region and includes families employed across diverse industries including education, healthcare, agriculture, technology, and service sectors. Like many communities, Moorpark has experienced economic fluctuations, workforce changes, and evolving community needs in recent years. These factors influence student enrollment, family stability, and access to resources within the district.

MUSD serves approximately 5,605 students across ten schools:

- Five TK–5 elementary schools
- One TK–8 school
- Two comprehensive middle schools
- One comprehensive high school
- One Middle College High School located on the Moorpark College campus

MUSD does not receive Equity Multiplier Funding.

In addition, the district provides a California State Preschool Program (CSPP), a Special Education Preschool Program serving three- and four-year-old students, and a comprehensive Adult Education Program. Students also have access to summer learning opportunities and expanded after-school programs.

MUSD schools have received numerous recognitions for excellence. Nine schools, including all Title I schools, have been recognized as California Distinguished Schools or National Blue Ribbon Schools. The district was the only school district in Ventura County to receive the California Pivotal Practice Award for exemplary innovation and exceptional work during the 2020–21 school year, specifically for the district's implementation of its Multi-Tiered System of Support (MTSS). In Spring 2024 and 2025, MUSD was recognized with the California Green Ribbon Award, the Supporting Innovative Practices Heart of Inclusion Award, achieved the highest stability rate in Ventura County at 95.9%, and became the first school district in Ventura County to operate a fully electric school bus fleet.

According to the 2025-26 California Dashboard data, the MUSD student population reflects the diversity of the Moorpark community. Hispanic students represent 50.9% of enrollment, White students 36.4%, and students from all other ethnic groups combined represent 12.7%. Additionally:

- 9.7% of students are identified as English Learners
- 14.6% students are Reclassified Fluent English Proficient (RFEP)
- 37.2% are socioeconomically disadvantaged and eligible for the Federal Free and Reduced-Price Meal Program
- 17.0% receive Special Education services
- 0.1% are identified as Foster Youth
- 1.4% are experiencing homelessness

Based on the 2025-26 California Dashboard data, Teacher assignment monitoring data and district staffing reports indicate that MUSD maintains a highly stable and appropriately credentialed workforce, supporting instructional continuity and student success across the district. The percentage of teachers who hold a clear credential is 87.7% which is above both the county (86%) and state (82.5%).

While MUSD students consistently perform above Ventura County and California averages on state assessments in English Language Arts and Mathematics, the district continues to prioritize support for vulnerable student populations, including students with disabilities, English learners, low-income students, homeless youth, and foster youth. As part of this commitment, MUSD has expanded access to mental health services, counseling, and wellness supports across all schools.

The district's mission is reflected in its Multi-Tiered System of Support (MTSS) framework. All elementary schools implement data-driven targeted learning time, providing academic support, social-emotional learning opportunities, and enrichment based on individual student needs. Additionally, each elementary school participates in the district's Schools of Distinction initiative, which highlights specialized areas of focus designed to engage students through unique learning opportunities. These focus areas include: Science, Technology, Engineering, and Mathematics (STEM), Performing and Visual Arts, Core Knowledge, Active Learning, and College Connections. Families may choose between two comprehensive middle schools or the district's TK-8 school, providing flexible pathways to meet student needs. MUSD is also home to The High School at Moorpark College, one of California's few middle college programs. This innovative program allows high-achieving students to pursue rigorous academic coursework while participating in a college environment. To further support student well-being, MUSD provides a comprehensive Wellness Center at Moorpark High School, as well as wellness spaces, counseling services, and support resources at every school site.

Through strong community partnerships and a commitment to meeting the evolving needs of students and families, MUSD continues to foster a supportive and innovative educational environment where every student is known, supported, and empowered to succeed.

Reflections: Annual Performance

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

All local indicators on the California Dashboard were met for the 2024-2025 school year. The local indicator self-reflection tool was administered, and narratives were completed for each local indicator. MUSD will continue to analyze data and efforts to meet the criteria for each of the local indicators.

As part of the annual development of the Local Control and Accountability Plan (LCAP), Moorpark Unified School District (MUSD) evaluates its progress in meeting the Local Control Funding Formula (LCFF) priorities and statutory requirements. This process includes a review of Local Indicators, which are measured using State Board of Education (SBE)–adopted self-reflection tools. For the 2026–2027 LCAP, metrics associated with Local Indicators will be reported as “Met” when the California School Dashboard is released to the public in Fall 2026. A status of “Met” indicates that the district has completed the required self-reflection process for each applicable state priority aligned with the Local Indicators. The California School Dashboard will publicly display the district’s self-reflections in their entirety. Information gathered through these self-reflection tools informs the development and refinement of LCAP goals, actions, and services. Local Indicators reviewed through this process include:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

Additional information about Local Indicators and the California School Dashboard is available at: https://www.caschooldashboard.org

The 2025 California School Dashboard and other local data highlighted a number of successes for MUSD Student:

- The percentage of students who met/exceed standard on the English Language Arts CAASPP assessment increased from 54.02% to 59.5%, with increases reported in all but one student group.
- The percentage of students who met/exceed standard on the Mathematics CAASPP assessment increased from 43.73% to 44.72%, with increases reported for the following student groups: LI, SWD, LTEL, AA, HIS, AS, and FI.
- The percent of students assigned to prepared levels on the College and Career Indicator increased from 41.6% to 61.6%, with increases reported in all but two student group.
- The percent of students enrolled in AP courses who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams increased from 52.3% to 71.0% with increased reported for RFEP and LI students as well.
- The percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements increased from 42.2% to 49.3%, with increases reported in EL, LETEL, LI and SWD student groups.

- The percentage of students suspended one or more times decreased from 3.3% to 2.9%, with decreases reported in all student groups.
- the Least Restrictive Environment (LRE) General Education Participation rate increased from 58.4% to 69%, with increased reported in all grade spans.
- The dropout rate for high school decreased from 3.3% to 1.9% and the middle school dropout rate remained at 0%.
- The percentage of students in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grad of C- or better increased from 3.7% to 22.2%, with increased reported in all student groups.

The 2025 California School Dashboard and other local data highlighted some continued challenges for MUSD Student:

- Although still above the County and State, graduation rates declined slightly from 95.5% in 2024 to 95.0% in 2025
- The percentage of English Learners, including LTELs, making progress towards English Proficiency decreased by 12%.
- The percentage of student chronically absent, while improved from baseline data in 2023, increased from 9.8% in 2024 to 11.3% in 2025.
- The average daily attendance rate decreased from 94% to 92.9%.
- The percentage of students that reported that they feel connected to their school and teachers decreased by 1% for all students and decreased by 3% for EL and SWD.
- Participation gaps remain in rigorous coursework, particularly for EI and SWD, whose participation in Advanced Placement courses and College Credit Courses remain lower than other student groups.

Data Reflection based on the California Dashboard data released in fall of 2025: Student CAASPP data showed a 5% increase in the percentage of students meeting or exceeding standards in ELA from 54% in 2024 to 59% in 2025 as compared to Ventura County at 48% and the State at 49%. In Mathematics, the data showed a 1% increase in the percentage of students meeting or exceeding standards from 44% in 2024 to 45% in 2025 as compared to Ventura County at 35% and the state at 37%. In Science, the data showed a 3% decrease in the percentage of students meeting or exceeding standards from 42% in 2024 to 39% in 2025 as compared to Ventura County at 32% and the state at 33%. ELA Highlights include an increase of 6% in Grade 4, 13% in Grade 6, 6% in Grade 7, and 12% in grade 11. Math highlights include an increase of 4% in Grade 6, 6% in Grade 7, and 7% in Grade 11.

See table below for district, county, and state comparison of ELA, Math, and CAST data across all grade levels.

Dashboard Changes to the ALL Student Group:

2024 to 2025
Pupil Achievement ELA: Yellow to Green
Pupil Achievement Math: Stabilized at Green
Graduation Rate: Stabilized at Blue
College/Career: Orange to Blue
EL Progress: Green to Red
Chronic Absenteeism: Green to Orange

Suspension: Yellow to Green

2023 to 2024
Pupil Achievement ELA: Stabilized at Yellow
Pupil Achievement Math: Orange to Green
Graduation Rate: Green to Blue
College/Career: Orange (No color previous year)
EL Progress: Orange to Green
Chronic Absenteeism: Yellow to Green
Suspension: Orange to Yellow

An analysis of the California Dashboard, any student group within MUSD that received the lowest performance level (i.e. Red performance color or "Very Low") on one or more state indicators:

2025
- English Learner Progress: English Learners

2024
- Pupil Achievement ELA: Students with Disabilities and Long-Term English Learners
- Pupil Achievement Math: Students with Disabilities
- Chronic Absenteeism: African American
- College/Career: Students with Disabilities and Long-Term English Learners

2022-2023 Dashboard Performance Data–Red Indicator

This section includes 2022-23 student performance data as required by LCAP regulations. The data remains in the LCAP document throughout the full three-year planning cycle (2023-24 through 2026-27), providing consistent historical context monitoring progress, evaluating goal achievement, and ensuring ongoing alignment with equity priorities and community feedback.

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:
- Pupil Achievement ELA: Students with Disabilities
- Pupil Achievement Math: Students with Disabilities
- Chronic Absenteeism: African American
- Suspension Rates: Socioeconomically Disadvantaged
- College/Career: Students with Disabilities

School(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:
- Arroyo West:
- ELA
- ELPI

- Chaparral Middle School:
- ELA, Math
- Suspension
- Flory:
- ELA
- Mesa Verde Middle School:
- ELA
- Math
- Suspension
- Moorpark High School
- College & Career
- Mountain Meadows:
- ELA
- ELPI
- Chronic Absenteeism
- Peach Hill:
- ELA
- ELPI
- Chronic Absenteeism
- Walnut Canyon:
- ELPI

Student group(s) within school(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Arroyo West:
- ELA: SWD
- ELPI: English Learners
- Chaparral Middle School:
- ELA: English Learners, Students with Disabilities
- Math: English Learners, Hispanic, SED, SWD
- Suspension: EL, Hispanic, SED, SWD
- Flory:
- ELA: SWD
- Mesa Verde Middle School:
- ELA: SWD
- Math: EL, SED, SWD
- Suspension: EL, SWD
- Moorpark High School
- College & Career: SWD
- Mountain Meadows:

- ELA: EL
- ELPI: EL
- Chronic Absenteeism: SWD
- Peach Hill:
- ELA: SWD
- ELPI: EL
- Chronic Absenteeism: EL, Hispanic, SWD, White
- Walnut Canyon:
- ELPI: English Learners

Based on a review of the 2025 Dashboard data, there are two Student Groups in the district eligible for Differentiated Assistance: English Learners (Chronic Absenteeism and Pupil Achievement (ELPI Red) and Long Term English Learners (LTEL) - Orange on ELPI and Chronic Absenteeism.

The following actions aim to increase their pupil achievement and pupil engagement.
Goal 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1,14, 1.15, and 1.6
Goal 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8
Goal 3: 3.1, 3.3, and 3.4

KEY: English Learner (EL), Foster Youth (FY), Hispanic (HI) Homeless (HL), Socioeconomically Disadvantaged (LI), Student with Disability (SWD), African American (AA), White (WH), Mixed Race (MR)
The California School Dashboard rates school performance using five colors based on a 5x5 grid. Colors reflect current status (Very High to Very Low) and change from last year (Declined Significantly to Increased Significantly).
Official Color Order (Highest to Lowest):
Blue = Highest performance
Green = Strong performance
Yellow = Medium performance
Orange = Needs improvement
Red = Lowest performance.
Grid layout varies by measure: academic indicators use increases for positive outcomes, while absenteeism/suspensions use decreases for positive outcomes.

Learning Recovery Emergency Block Grant (LREBG)
Moorpark Unified School District fully expended the 2022 Learning Recovery Emergency Block Grant (LREBG) funds. The 2025 LREBG funds will be used to hire additional Response to Intervention (RtI) staff to strengthen and expand the District's Multi-Tiered System of Supports (MTSS), ensuring students receive timely, targeted academic and behavioral interventions. The total carryover amount is $471,043.00 and will support Action 1.1 Academic Intervention.

	ELA	Math	Science
Grade 3	**62%** (VC 44%, state 44%)	**63%** (VC 46%, state 46%)	

Grade 4	**62%** (VC 46% state 46%)	**53%** (VC 42%, state 42%)	
Grade 5	**64%** (VC 50%, state 49%)	**45%** (VC 35%, state 36%)	**44%** (VC 34%, state 33%)
Grade 6	**58%** (VC 45%, state 48%)	**42%** (VC 34%, state 37%)	
Grade 7	**53%** (VC 48%, state 50%)	**39%** (VC 33%, state 36%)	
Grade 8	**50%** (VC 45% state 48%)	**33%** (VC 31%, state 34%)	**32%** (VC 30%, state 32%)
Grade 11	**65%** (VC 54%, state 57%)	**40%** (VC 27%, state 30%)	**Grade 11** **43%** (VC 33%, state 34%) **High School** **42%** (VC 32% state 33%)
All Grades	**59%** (VC 48% state 49%)	**45%** (VC 35% state 37%)	**39%** (VC 32% state 33%)

Reflections: Technical Assistance

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

2025 MUSD has two student groups eligible for 2025 Differentiated Assistance.

- English Learners: Pupil Achievement (ELPI) and Chronic Absenteeism
- Long-Term English Learners: Pupil Achievement (ELPI) and Chronic Absenteeism

On-going actions to improve Pupil Achievement (ELPI):

- ELLevation

Quarterly inservices - targeted to grade level spans
Annual PD for all staff
PD tailored to site and teacher needs

- Monitoring EL - through ELLevation

Through SST process
Student tracking at each site

- EL TOSA PD to support sites with EL strategies

Goal Setting

- EL TOSA Dual Language Support
- Multilingual Coordinator

Parent Advisory Committees (DELAC, LCAP)
Reclassification workshop with parents

- ELPAC Practice and training

IAs and ELPAC practice tests at sites

- Individualized coaching provided to teachers
- Specialized PD for emergent multilingual learners (Phonemic Awareness)
- Be GLAD Training

Preschool, TK, and Kinder
Schoolwide training at Mountain Meadows

- Secondary Universal Flex Period to reteach, reassess

On-going actions to improve Chronic Absenteeism:

- School Status Attend

Ongoing and regular communication with families

- PBIS with focus on attendance recognition, incentives, and interventions
- Attendance Recovery through Saturday Success classes
- Counselor checks in with students
- Teacher/staff follow-up phone calls after student absence
- School Attendance Review Board provides referrals and support beyond the regular school day

All MUSD schools have additional requirements in the School Plan for Student Achievement to address students who are underperforming, based on the above California Dashboard Indicators. The SPSA Monitoring Tool allows the School Site Council to easily identify and monitor these required areas.

With a focus on increasing outcomes for EL/LTEL students, the following actions aim to increase their pupil achievement and pupil engagement.
Goal 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1,14, 1.15, and 1.6
Goal 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8
Goal 3: 3.1, 3.3, and 3.4

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.

Not applicable. No MUSD schools are identified for Comprehensive Support and Improvement (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.

Not applicable. No MUSD schools are identified for Comprehensive Support and Improvement (CSI)

Monitoring and Evaluating Effectiveness

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

Not applicable. No MUSD schools are identified for Comprehensive Support and Improvement (CSI)

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In December 2025, a survey was sent to students in grades 4 through 11 to gather input for LCAP priorities and goals. The survey was designed to gather input on climate, culture, and instructional priorities that will drive the development of the LCAP and other district plans. Additional surveys will continue to be developed, as needed, to guide future district goals and actions. In 2024-25, the Superintendent established a Superintendent's Student Leadership Forum comprising 11th-grade students. The Superintendent's Student Leadership Forum met in person on January 28, 2025, February 19, 2025, March 20, 2025, and April 17, 2025. In 2025-26 the student members (now 12th-grade) presented a proposal for change they would like to see at MHS to the Superintendent and administration, as well as additional recommendations for consideration by the school district.
Staff	In December 2025, a survey was sent to staff to gather input for LCAP priorities and goals. The survey was designed to gather input on climate, culture, and instructional priorities that will drive the development of the LCAP and other district plans. Additional surveys will continue to be developed, as needed, to guide future district goals and actions. Staff input is also regularly collected at Leadership Forum, School Site Council, and Staff Meetings.
Parents/Guardians	In December 2025, a survey was distributed to parents, staff, and students in grades 4–11 to gather input on LCAP priorities and goals. The survey focused on school climate, culture, and instructional

Educational Partner(s)	Process for Engagement
	priorities to help inform the development of the LCAP and other district plans. Additional surveys will be developed as needed to guide future district goals and actions. Data analysis and structured engagement activities were conducted to collect meaningful input. Key information and feedback were shared with school sites through School Site Councils, ELAC, PTA/Booster groups, principal chats, and Title I meetings. Input gathered at the site level was then brought back to the district level to inform planning and decision-making. A variety of engagement strategies were implemented to encourage participation from educational partners in the LCAP development process. These efforts included analyzing district data, facilitating discussions, and supporting the review and development of goals. Phone calls in both English and Spanish were made to increase participation in meetings. In addition, bilingual parent coffee chats were held throughout the year to gather input on the LCAP and other district initiatives.
Parents/Guardians of English Learners and Long-Term English Learners	DELAC met six times during the school year, with the final meeting dedicated to celebrating multilingual learners who reclassified. Throughout these meetings, participants engaged in data analysis and structured activities designed to gather input and feedback. Parents received information highlighting the distinct strengths of each student group as well as current support plans. Additional input was solicited from families to better inform ongoing supports. Information and feedback gathered during DELAC meetings were shared with school sites and communicated through School Site Councils, ELAC, PTA/Booster groups, principal chats, and Title I meetings. In turn, input from these site-level meetings was brought back to the district level to inform decision-making. A variety of engagement strategies were used to encourage meaningful participation from educational partners in the LCAP development process. This included analyzing district data, engaging

Educational Partner(s)	Process for Engagement
	in discussions, reviewing priorities, and developing goals. Personalized phone calls in both English and Spanish were made to increase participation. Meetings were offered both virtually and in person to accommodate the needs of Spanish-speaking families. Additionally, bilingual parent coffee chats were held throughout the year to gather input on the LCAP and other district initiatives.
Parent/Guardians of Low-Income Student	In December 2025, a survey was distributed to parents, staff, and students in grades 4–11 to gather input on LCAP priorities and goals. The survey focused on school climate, culture, and instructional priorities to help inform the development of the LCAP and other district plans. Additional surveys will be developed as needed to guide future district goals and actions. Data analysis and structured engagement activities were conducted to collect meaningful input. Key information and feedback were shared with school sites through School Site Councils, ELAC, PTA/Booster groups, principal chats, and Title I meetings. Input gathered at the site level was then brought back to the district level to inform planning and decision-making. A variety of engagement strategies were implemented to encourage participation from educational partners in the LCAP development process. These efforts included analyzing district data, facilitating discussions, and supporting the review and development of goals. Phone calls in both English and Spanish were made to increase participation in meetings. In addition, bilingual parent coffee chats were held throughout the year to gather input on the LCAP and other district initiatives.
Parent/Guardians of Foster Youth	MUSD Foster Youth liaison communicates directly with families of Foster Youth for specific resources and opportunities to support their students and families in addition to the following: In December 2025, a survey was distributed to parents, staff, and students in grades 4–11 to gather input on LCAP priorities and goals. The survey focused on school climate, culture, and instructional priorities to help inform the development of the LCAP and other

Educational Partner(s)	Process for Engagement
	district plans. Additional surveys will be developed as needed to guide future district goals and actions. Data analysis and structured engagement activities were conducted to collect meaningful input. Key information and feedback were shared with school sites through School Site Councils, ELAC, PTA/Booster groups, principal chats, and Title I meetings. Input gathered at the site level was then brought back to the district level to inform planning and decision-making. A variety of engagement strategies were implemented to encourage participation from educational partners in the LCAP development process. These efforts included analyzing district data, facilitating discussions, and supporting the review and development of goals. Phone calls in both English and Spanish were made to increase participation in meetings. In addition, bilingual parent coffee chats were held throughout the year to gather input on the LCAP and other district initiatives.
Parents/Guardians of Students with Disabilties	Specifically, All Special Kids (ASK) committee met five times (10/28/25, 12/16/25, 1/27/26, 2/24/26, and 4/28/26). Professional development is provided based on parent suggestions. The professional development has been provided in-person and virtually, both in English and Spanish. In December 2025, a survey was distributed to parents, staff, and students in grades 4–11 to gather input on LCAP priorities and goals. The survey focused on school climate, culture, and instructional priorities to help inform the development of the LCAP and other district plans. Additional surveys will be developed as needed to guide future district goals and actions. Data analysis and structured engagement activities were conducted to collect meaningful input. Key information and feedback were shared with school sites through School Site Councils, ELAC, PTA/Booster groups, principal chats, and Title I meetings. Input gathered at the site level was then brought back to the district level to inform planning and decision-making.

Educational Partner(s)	Process for Engagement
	A variety of engagement strategies were implemented to encourage participation from educational partners in the LCAP development process. These efforts included analyzing district data, facilitating discussions, and supporting the review and development of goals. Phone calls in both English and Spanish were made to increase participation in meetings. In addition, bilingual parent coffee chats were held throughout the year to gather input on the LCAP and other district initiatives.
Community at Large	Educational partners were invited to participate in advisory meetings, including the Parent Advisory Committee and ELAC/DELAC. In addition, the Superintendent and/or designee met with representatives from key community organizations, including City of Moorpark officials, Moorpark City Library staff, the Ventura County Sheriff's Department, the Moorpark Education Foundation, the Boys and Girls Club, the Ventura County Indian Education Consortium, Moorpark College, and the YMCA. These meetings focused on gathering input related to student safety protocols, childcare options, transportation to and from schools, and additional opportunities to support MUSD students. MUSD special education staff also collaborated with the Ventura County Special Education Local Planning Area (SELPA) on February 11, 2026, as well as with Ventura County Behavioral Health (VCBH), Supporting Inclusive Practices (SIP), and Aspiranet. These discussions centered on instructional models and supports for students with special needs. Input from educational partners is highly valued, and MUSD benefits from strong, ongoing relationships with these groups. Feedback gathered through these engagements was used to inform the development of the LCAP and other district plans. Notes from virtual meetings were captured using the Google Meet chat feature and saved to ensure that staff could review and consider all suggestions. Additionally, SELPA/CIM (Compliance and Improvement Monitoring) meetings were held on February 23 and March 9, 2026.

Educational Partner(s)	Process for Engagement
LCAP DIstrict Parent Advisory Committee	The LCAP District Parent Advisory Committee met three times throughout the school year. Data analysis and structured engagement activities were conducted to collect meaningful input. Key information and feedback were shared with school sites through School Site Councils, ELAC, PTA/Booster groups, principal chats, and Title I meetings. Input gathered at the site level was then brought back to the district level to inform planning and decision-making. A variety of engagement strategies were implemented to encourage participation from educational partners in the LCAP development process. These efforts included analyzing district data, facilitating discussions, and supporting the review and development of goals. Phone calls in both English and Spanish were made to increase participation in meetings. In addition, bilingual parent coffee chats were held throughout the year to gather input on the LCAP and other district initiatives
Site Principals and District Administrators	During the twice-monthly Leadership Forum meetings, site and district administrators and teacher leaders were provided information on new LCAP requirements, and staff provided suggestions on the LCAP and improving each of the California Dashboard indicators.
Local Bargaining Units including MEA and CSEA	Both the Moorpark Educators Association (MEA) and the California School Employees Association (CSEA) contributed input through LCAP surveys and participated in ongoing weekly meetings with district leadership to support continuous communication and collaboration.
Public Hearing and Board Adoption	A public hearing was held on June 16, 2026, and no comments from the public were provided. Public Adoption Date: June 18, 2026.

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

Moorpark Unified School District (MUSD) remains committed to a collaborative planning process. The 2025-26 LCAP reflects the direct input of our students, families, and staff. Below is a summary of how this feedback has shaped our specific goals, actions, and expenditures.

I. Student Input
Data Source: Student Climate and Interest Surveys

- Academic Achievement: MUSD will provide before, during, and after-school academic interventions at all school sites (Goal 1).

- Extra Curricular Activities: MUSD will continue to offer and expand enrichment and intramural opportunities (Goal 2) with a particular focus on college readiness programs, including Individual Determination Equals Academic Success (IDEAS) and Advancement Via Individual Determination (AVID) for Foster Youth, English Learners, and Low-Income students (Goal 1).
- School Safety: Students prioritized positive relationships on campus. MUSD will continue to utilize the School Resource Officer (SRO) not only for security but to foster trust and mentorship within the student body (Goal 2).

Student feedback reveals a wide range of experiences, with many expressing both appreciation for their school and concerns about improvement areas. A major theme is the desire for better student well-being, including support for mental health, feeling safe on campus, and addressing bullying, racism, and disrespect among peers. Many students also expressed dissatisfaction with school structures, such as early start times, heavy homework loads, and limited breaks, which contribute to stress and fatigue. There is strong demand for improved school resources, more sports, clubs, engaging electives, and cleaner facilities. Additionally, students highlighted the need for stronger relationships with staff, and expressed concerns about fairness and consistency in discipline, classroom management, and access to academic help. Despite these challenges, students also shared positive sentiments, describing school as a safe place with caring teachers and opportunities for enjoyment.

II. Parent & Family Input
Data Source: LCAP Climate Survey and Parent Advisory Meetings

- Academic Interventions: In response to priorities regarding academic achievement, MUSD will provide before, during, and after-school academic interventions at all school sites (Goal 1).
- Campus Safety: To ensure a secure learning environment, the district will continue its partnership with local law enforcement and provide Active Assailant training for all employees, alongside regular lockdown and safety drills (Goal 3).
- Class Size Reduction: To address concerns regarding personalized instruction, MUSD will further reduce Transitional Kindergarten (TK) ratios from 24:2 to 20:2 beginning in the 2025-26 school year. K-3 class sizes will be maintained at 24:1, with continued efforts to reduce ratios in grades 4-12 (Goal 1).
- Mental Health and Wellbeing: MUSD is committed to fostering a safe, inclusive environment that prioritizes the social-emotional and mental health of all students and staff through a robust Multi-Tiered System of Support and by having full-time counselors at each school site. MUSD aims to destigmatize mental health and ensure emotional wellness serves as a foundational pillar for academic success (Goals 1 and 2).

The feedback from the MUSD families reflects a highly engaged group that is both proud of student achievement gains and deeply focused on areas for improvement. While families celebrated successes, particularly in math, they also raised concerns about students who are still behind, especially at the middle school level. A major theme centers on balancing technology use with foundational skills, as many educational partners expressed a desire to reduce screen time and strengthen core academic practices. Additionally, teacher quality, large class sizes, instructional consistency, and the need for better support and retention remain topics of discussion. Families are also calling for more rigorous and diverse curriculum options, particularly in middle and high school, along with clearer academic pathways. Equity remains a central concern, prioritizing accessible tutoring, student support systems, and innovative special education services. Overall, families have a strong data-driven mindset, seeking not only to understand outcomes but also to identify actionable steps to better support all students.

III. Staff & Educator Input
Data Source: MUSD Staff Surveys and Professional Consultation

- Class Size: MUSD will address class size by further reducing TK from 24:2 to 20:2 beginning in the 2025-26 school year, and K-3rd grade class sizes will remain at 24:1 and will strive to reduce class sizes in grades 4-12 (Goal 1).
- Academic Achievement: MUSD will provide before, during, and after-school academic interventions at all school sites (Goal 1).
- School Safety: MUSD will continue to update safety plans and protocols and provide staff, student, and family training (Goal 3).

Staff feedback highlights a strong commitment to student success, while also identifying concerns related to facilities, resources, and instructional conditions. Educators expressed concern about the balance of technology in classrooms, emphasizing the importance of maintaining foundational, hands-on learning experiences alongside digital tools. Staffing challenges, including large class sizes, limited counseling support, and the need for competitive compensation, were identified as barriers to effectively supporting students. Additionally, there is a call for training, stronger instructional consistency, and better support for special education and intervention programs. Safety concerns, including campus security, emergency preparedness, and supervision, were also noted. Despite some challenges, many staff members expressed pride in their school communities and appreciation for their colleagues and leadership.

Professional Development feedback from staff directly informs the district's professional learning calendar, ensuring training is relevant to current classroom needs and safety protocols.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement for all students through high-quality instruction, targeted interventions, and comprehensive support services, ensuring they are college- and career-ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 is the broad goal that focuses on increasing the academic achievement of all students so they are college/career-ready upon graduation. Although the focus is on supporting all students in academic achievement, there are still significant achievement gaps when comparing student groups. For this reason, Goal 1 will include an intentional focus on improving academic achievement for student groups including, but not limited to, English Learners, Long-Term English Learners, Foster Youth, Low Income, and Students with Disabilities. Identified student groups in the lowest performance group determined by the CA Dashboard will be evaluated through multiple measures aligned with State Priority 4 - Pupil Achievement, State Priority 7 - Course Access, and State Priority 8 - Other Pupil Outcomes. Goals 2 and 3 support and provide additional actions and services to realize the accomplishment of Goal 1.

MUSD's Goal 1 works in coordination with a set of related actions implemented throughout MUSD schools and the district. These actions are included in formal plans designed better to meet the needs of MUSD's unique learners. Educational partners, including students, staff, and parents/guardians, are essential in developing and monitoring these districtwide and school-specific plans. While MUSD's LCAP meets statutory requirements by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding and addresses student groups identified in the 2023 California Dashboard as performing at the lowest level, related actions aligned with Goal 1 are detailed in the following plans:

SPSA
School Plans for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school to increase student achievement. The School Site Council (SSC) is responsible for developing the SPSA, which includes analyzing schoolwide student data and developing and monitoring goals and actions that align with the MUSD LCAP. Some key actions addressing Goal 1 in each MUSD SPSA include:
Actions to address school and student group achievement at the lowest performing level, including considerations for smaller student groups that may not have a CA Dashboard performance level, but for which useful districtwide data and other school site data must be considered.

- Specific actions to allocate school site discretionary funds for additional interventions and supports that principally support Foster Youth, English Learners, and Low-Income Students.

- Specific actions to measure and address the inclusion of Students with Disabilities and to increase the Least Restrictive Environment (LRE).
- Specific actions by MUSD high schools to improve the College/Career Indicator for all students, particularly each school's three lowest-performing student groups from the 2023 California Dashboard, including Homeless students.
- Specific actions by MUSD schools that receive federal Title I funding to provide additional educational services to assist students in meeting the state academic content standards.
- Aligning of MTSS documents

EL Master Plan ,
The EL Master Plan outlines MUSD's commitment to the development and success of English Learner (EL) students, including our Long-Term English Learner students. Recognizing EL's unique strengths and challenges, this plan provides a roadmap to ensure ELs are academically successful, and are multilingual and multicultural assets in the global community. In addition to an asset-based framework, this master plan embraces MUSD's Local Control Accountability Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary support to have a successful TK-12 academic experience. Some key actions addressing Goal 1 in the EL Master Plan include:

- Increase the reclassification rate for all K-12 English Learners
- Continue exploring programs that benefit English Learners, such as DLI
- Continue providing intensive intervention services to all English Learners
- Accelerate English language acquisition by providing before, during, and after-school intervention
- Zero period offered at the secondary level to English Learners, allowing them to take additional electives
- Maintain digital platforms for newcomers to practice and enhance their language acquisition

Strategic Plan for Students with Disabilities
This MUSD Special Education Plan is designed to define the structures for Students With Disabilities to support access to standards-aligned content, high-quality learning environments, and individualized support in the least restrictive environment. The plan is organized around three priorities that form the foundation of an effective program for Students With Disabilities: Least Restrictive Environment, Inclusive Practices, and Professional Learning. Each priority has a central goal aligned to MUSD's LCAP and includes action items to ensure goals are implemented. The plan provides a broad outline of overall special education programs. Some key actions addressing Goal 1 in the Special Education Plan include:

- Increase co-teaching and inclusion across all secondary sites
- Increase co-teaching and inclusion across all elementary sites with specialized programs
- Provide Specialized Academic Instructional College and Career Services
- Schedule collaboration between general education and special education teachers to promote inclusive opportunities for students with disabilities
- Sustain Professional development on Universal Design for Learning for co-teachers
- Provide an Alternative Diploma for current 10th-grade students
- Develop and refine course content for the Alternative Diploma
- Share and practice inclusion data at staff meetings
- Schedule Community of Practice walkthroughs with School Administrators to focus on inclusive practices

Title II Professional Development Plan
This plan aims to enhance instructional practices and support systems for educators to improve outcomes for multilingual learners, including those who are dually identified. It also aims to further develop curriculum implementation and teaching strategies in core content areas. Based on recent quantitative data, including but not limited to SBAC results, reclassification rates, current outcomes, multilingual learner support needs, new science adoption, and preparation for new math adoption, the following areas will be addressed this academic year.

- Improving Practices for Multilingual Learners (MLs), Including Dually Identified Students, and Long-Term English Learners
- Integrated and designated ELD implementation
- Exploring a Uniform Flex Reteaching Period at the High School Level
- Sustainable implementation of Science Curriculum
- Implementation of new HSS Curriculum (secondary)
- ELA Outcomes at the Secondary Level, with an increased focus on essay writing expectations
- Engaging all Teachers in curriculum review and Math Adoption
- Secondary vertical content articulation focused on entry and exit skills, calibration, and grading policies

This professional development plan aims to provide educators with the tools, knowledge, and strategies to improve student outcomes in multilingual education, curriculum implementation, and research-based instructional practices in core subjects through ongoing support, collaboration, and targeted professional learning opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate Priority 5E	All students - 92.1% EL - 73.9% LI - 90.0% SWD - 88.8% FY - Student group too small to report Data Year: 2022-23 Data Source: California Dashboard	All students - 95.5% EL - 87.9% LTEL - 95.2% LI - 94.4% SWD - 88% FY - Student group too small to report HL - Student group too small to report	All students - 95.0% EL - 90.6% LTEL - 95.2% LI - 93.6% SWD - 84% FY - Student group too small to report HL - Student group too small to report	All students - 93.5% EL - 75% LTEL - 95.5% LI - 92.0% SWD - 90% FY - Student group too small to report Data Year: 2025-26	All students +2.9% EL +16.7% LTEL - No Baseline Data LI +3.6% SWD - 4.8% FY - Student group too small to report HL - Student group too small to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: California Dashboard	Data Year: 2024-25 Data Source: California Dashboard	Data Source: California Dashboard	
1.2	English Language Arts California Assessment of Student Performance and Progress (CAASPP) Priority 4A	Percentage of students who met/exceed standard: All students: 56.4% EL: 13.94% RFEP: 42.5% LI: 35.97% SWD: 17.68% FY: Student group too small to report Data Year: 2022-23 Data Source: DataQuest	Percentage of students who met/exceed standard: All students - 54.02% EL - 11.29% LTEL - 1.85% RFEP - 38.11% LI - 40.54% SWD - 14.55% FY - Student group too small to report HL - 25.64% Data Year: 2023-24 Data Source: DataQuest	Percentage of students who met/exceed standard: All students - 59.05% EL - 17.84% LTEL - 11.90% RFEP - 43.05% LI - 38.62% SWD - 16.16% FY - Student group too small to report HL - 29.27% Data Year: 2024-25 Data Source: DataQuest	Percentage of students who met/exceed standard: All students: 59% EL: 15% LTEL: 3% RFEP: 45% LI: 38% SWD: 19% FY: Student group too small to report Data Year: 2025-26 Data Source: DataQuest	Percentage of students who met/exceed standard: All students - 2.65 EL +3.9% LTEL - No Baseline Data RFEP +0.55% LI + 2.65% SWD - 1.52% FY - Student group too small to report HL -No baseline data
1.3	Mathematics California Assessment of Student Performance and Progress (CAASPP)	Percentage of students who met/exceed standard: All students: 42.67%	Percentage of students who met/exceed standard:	Percentage of students who met/exceed standard:	Percentage of students who met/exceed standard: All students: 45%	Percentage of students who met/exceed standard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4A	EL: 8.14% RFEP: 26.12% LI: 24.08% SWD: 13.00% FY: Student group too small to report Data Year: 2022-23 Data Source: DataQuest	All students - 43.73% EL - 11.45% LTEL - 0% RFEP - 24.31% LI - 31.52% SWD - 10.56% FY - Student group too small to report HL - 25.0% Data Year: 2023-24 Data Source: DataQuest	All students - 44.72% EL - 10.93% LTEL - 7.14% RFEP - 23.62% LI - 24.79% SWD - 13.06% FY - Student group too small to report HL - 19.04% Data Year: 2024-25 Data Source: DataQuest	EL: 10% LTEL: 3% RFEP: 30% LI: 28% SWD: 15.00% FY: Student group too small to report Data Year: 2025-26 Data Source: Data Quest	All students +2.05% EL +2.79% LTEL - No Baseline Data RFEP - 2.5% LI +0.71% SWD +0.06% FY - Student group too small to report HL - No Baseline Data
1.4	English Learners, including LTELs, making progress towards English Proficiency Priority 4E	Making progress towards English Language Proficiency - 43.8% Data Year: 2022-23 Data Source: California Dashboard	Making progress towards English Language Proficiency EL - 46.1% LTEL - 47.6% Data Year: 2023-24 Data Source: California Dashboard	Making progress towards English Language Proficiency EL - 34.1% LTEL - 41.1% Data Year: 2024-25 Data Source: California Dashboard	Making progress towards English Language Proficiency EL - 45% LTEL- 48% Data Year: 2025-26 Data Source: California Dashboard	Making progress towards English Language Proficiency EL -9.7% LTEL - No Baseline Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Reclassification rate Priority 4F	Reclassification rate 18.8% Data Year: 2022-23 Data Source: Q SIS	Reclassification rate 18.8% Data Year: 2023-24 Data Source: Q SIS	Reclassification rate 16.3% Data Year: 2024-25 Data Source: Q SIS	Reclassification rate 20% Data Year: 2025-26 Data Source: Q SIS	Reclassification rate -2.5%
1.6	College and Career Indicator: Percent of students assigned to prepared levels Priority 4D	Includes both college and career readiness measures - Percent of high school students in the combined four- and five-year graduation rate All students: 44.6% EL: 4.8% LI: 27.7% SWD: 8.6% FY: Student group too small to report Data Year: 2022-23 Data Source: California Dashboard	Includes both college and career readiness measures - Percent of high school students in the combined four- and five-year graduation rate All students - 41.6% EL - 3.1% LTEL - 4.8% LI - 25.2% SWD - 3.7% FY - Student group too small to report HL - Student group too small to report Data Year: 2023-24	Includes both college and career readiness measures - Percent of high school students in the combined four- and five-year graduation rate All students - 61.6% EL - 18.8% LTEL - 28.6% LI - 41.5% SWD - 17.5% FY - Student group too small to report HL - Student group too small to report Data Year: 2024-25	Includes both college and career readiness measures - Percent of high school students in the combined four- and five-year graduation rate All students: 46% EL: 7% LTEL: 5% LI: 29% SWD: 9% FY: Student group too small to report Data Year: 2025-26 Data Source: California Dashboard	Includes both college and career readiness measures - Percent of high school students in the combined four- and five-year graduation rate All students +17% EL +14% LTEL - No Baseline Data LI +13.8% SWD +89% FY - Student group too small to report HL - Student group too small to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: California Dashboard	Data Source: California Dashboard		
1.7	Career Technical Education (CTE) pathway completion rate Priority 4C	Percentage of student in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grad of C- or better All students: 17.1% EL: 4.3% LI: 13.5% SWD: 22.4% FY: Student group too small to report Data Year: 2022-23 Data Source: DataQuest	Percentage of student in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grad of C- or better All students - 3.7% EL - 3.0% LTEL - 0% LI - 3.2% SWD - 4.8% FY - Student group too small to report HL - Student group too small to report Data Year: 2023-24 Data Source: DataQuest	Percentage of student in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grad of C- or better All students - 22.2% EL - 9.4% LTEL - 14.3% LI - 23.8% SWD - 25.9% FY - Student group too small to report HL - Student group too small to report Data Year: 2024-25 Data Source: DataQuest	Percentage Completed:” to “ Percentage of student in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grad of C- or better All students: 24% EL: 6% LTEL: 3% LI: 15% SWD: 24% FY: Student group too small to report Data Year: 2025-26 Data Source: DataQuest	Percentage of student in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grad of C- or better All students +5.1% EL +5.1% LTEL - No Baseline Data LI +10.3% SWD +3.5% FY - Student group too small to report HL - Student group too small to report
1.8	College Credit Course	All students: 9.5%	All students - 4.6%	All students - 12.6%	All students: 11%	All students +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4B, 4D, 4H, 7A	EL: 0% LI: 7.1% SWD: 0% FY: Student group too small to report Data Year: 2022-23 Data Source: DataQuest	EL - 0% LTEL - 0% LI - 2.3% SWD - 1.2% FY - Student group too small to report HL - Student group too small to report Data Year: 2023-24 Data Source: DataQuest	EL - 0% LTEL - 0% LI - 6.2% SWD - 7.1% FY - Student group too small to report HL - Student group too small to report Data Year: 2024-25 Data Source: DataQuest	EL: 1% LTEL: 2% RFEP: 3% LI: 8% SWD: 1% FY: Student group too small to report HL - Student group too small to report Data Year: 2025-26 Data Source: DataQuest	EL - No Change LTEL - No baseline Data LI - 0.9% SWD + 7.1% FY - Student group too small to report HL - Student group too small to report
1.9	Advanced Placement (AP) passage rate Priority 4G	Percent of Students who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams All students: 75% EL: 0% LI: 3.5% SWD: 0% FY: Student group too small to report	Percent of students enrolled in AP courses who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams All students - 52.3% EL - 0% LTEL - 0%	Percent of students enrolled in AP courses who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams All students - 71.0% EL - Student group too small to report	Percent of Students who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams All students: 77% EL: 5% LTEL: 5% RFEP: 5%	Percent of students enrolled in AP courses who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams All students - 4% EL - Student group too small to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: College Board	RFEP - 38.9% LI - 4.9% SWD - 0% FY - Student group too small to report HL - Student group too small to report Data Year: 2023-24 Data Source: College Board Note - Advance Placement Exams passage rate - 88%	LTEL - Student group too small to report RFEP - 63.8% LI - 26.3% SWD - 0% FY - Student group too small to report HL - Student group too small to report Data Year: 2024-25 Data Source: College Board Note - Advance Placement Exams passage rate - 88%	LI: 4.5% SWD: 3% FY: Student group too small to report HL - Student group too small to report Data Year: 2025-26 Data Source: College Board	LTEL - Student group too small to report RFEP - No Baseline Data LI +22.8% SWD - No Change FY - Student group too small to report HL - Student group too small to report
1.10	A-G completion rate Priority 4D, 4G	Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements All students: 49.2%	Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements	Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements	Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements	Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% LI: 23.3% SWD: 3.3% FY: Student group too small to report Data Year: 2022-23 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	All students - 42.2% EL - 0% LTEL - 0% LI - 26.4% SWD - 4.8% FY - Student group too small to report HL - Student group too small to report Data Year: 2023-24 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	All students - 49.3% EL - 9.4% LTEL - 14.3% LI - 28.5% SWD - 9.9% FY - Student group too small to report HL - Student group too small to report Data Year: 2024-25 Data Source: DataQuest Five-Year Adjusted Cohort	All students: 55% EL: 3% LTEL: 3% RFEP: 5% LI: 25% SWD: 5% FY: Student group too small to report Data Year: 2025-26 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	All students +0.1% EL +9.4% LTEL - No Baseline Data LI +5.2% SWD +6.6% FY - Student group too small to report HL - Student group too small to report
1.11	Number of students receiving the State Seal of Biliteracy Priority 8	Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment 37 Students receiving Seal of Biliteracy	Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment	Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment	Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment	Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 6% EL: 11.1% LI: 9.9% SWD: 0% FY: Student group too small to report Data Year: 2022-23 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	17 Students receiving Seal of Biliteracy All Students: 3.5% EL: 0% LTEL - 0% LI: 5.1% SWD: 0% FY: Student group too small to report Data Year: 2023-24 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	26 Students receiving Seal of Biliteracy All Students: 5.6% EL: 3.6% LTEL - 0% LI: 9.3% SWD: 5.4% FY: Student group too small to report Data Year: 2024-25 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	39 Students receiving Seal of Biliteracy All Students: 8% EL: 13% LTEL: LI: 10.5% SWD: 2% FY: Student group too small to report Data Year: 2025-26 Data Source: DataQuest Five-Year Adjusted Cohort Graduation Rate	Students receiving Seal of Biliteracy - 11 All Students - 0.4% EL -7.5% LTEL - No Baseline Data LI - 0.6% SWD: +5.4% FY: Student group too small to report
1.12	Percentage of students who demonstrate college preparedness as measured by the Early Assessment Program (EAP) in ELA Priority 4H	58% of students Data Year: 2022-23 Data Source: California Dashboard	55.73% of students Data Year: 2023-24 Data Source: California Dashboard	65.13% of students Data Year: 2024-25 Data Source: DataQuest	60% of students Data Year: 2025-26 Data Source: California Dashboard	+7.13%
1.13	Percentage of students who demonstrate college preparedness as	30% of students Data Year: 2022-23	27.9% of students	39.58% of students	34% of students	+9.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the Early Assessment Program (EAP) in Math Priority 4H	Data Source: California Dashboard	Data Year: 2023-24 Data Source: California Dashboard	Data Year: 2024-25 Data Source: DataQuest	Data Year: 2025-26 Data Source: California Dashboard	

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 district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Overall Implementation:
To increase academic achievement for all students so they are career/college-ready upon graduation, all of the action items listed in Goal One were implemented as planned, with modifications for Action 1.1 and 1.3.

Challenges:
Action 1.1 Academic Interventions - Staffing shortages have impacted our ability to maintain consistent small-group interventions across all grade levels. Some qualified intervention specialists remained vacant for extended periods. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD.
Action 1.13 EL, LTEL, LI, FY access to a broad course of study was implemented as planned, with fewer students than anticipated enrolled in zero and seventh-period classes. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD.

Successes:
Academic Performance: MUSD students demonstrated progress in English Language Arts, with the average Student Growth Percentile across all students in ELA reaching 59.05%.
Academic Performance: MUSD students demonstrated progress in Math, with the average Student Growth Percentile across all students in Math reaching 44.72%.
Community Engagement: The district achieved a high stability rate of 95.9% and received substantial feedback through the LCAP survey, which garnered 3,919 responses, highlighting the community's active participation in district planning.

The following actions identify and address success and focus areas as identified by red indicators.

Action 1.2 College Readiness Support. Offer IDEAS courses in middle school and AVID courses in high school, as well as provide fieldtrips and learning opportunities outside the classroom. This action addresses the following red indicators: Math - EL, LTEL, SWD, Chronic Absenteeism - AA, EL, HL, LTEL, and SED, ELPI - EL
Action 1.3 Summer School - 75 students served during the 2025 summer school and 289 during the summer ELOP. Opportunities included credit recovery and math camp. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL
Action 1.4 Extended School Year for Students with Disabilities - 89 SWD enrolled in ESY. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL.
Action 1.5 Student Progress Monitoring. To identify and provide intervention opportunities and progress monitoring. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, and SED, ELPI - EL
Action 1.6 High-Quality Career Technical Education. Fund a full-time college and career guidance specialist and Naviance software.
Action 1.7 Diagnostic and Support Software. Purchase and provide instructional and adaptive software to support student learning. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, and SED, ELPI - EL
Action 1.8 Support for English Language Proficiency. Purchase Rosetta Stone software to support language acquisition. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL.
Action 1.9 Support for Long-Term English Learners. Provide bilingual academic liaison to support LTELs in all content courses. This action addresses the following red indicators: ELA , CCI - LTEL.
Action 1.10 Bilingual Program Coordinator - to support ELD Standards, ELLevation platform, and integrated and designated ELD professional development. This action addresses the following red indicators: Math - EL, LTEL, SWD, Chronic Absenteeism - EL, HL, LTEL, and SED, ELPI - EL
Action 1.11 Class Size Reduction. Provide combo relief teachers. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL
Action 1.12 Support for English Learner Students with Disabilities - Hiring of bilingual program specialist. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, and SED
Action 1.14 Professional Development Implementation of State Standards. Provide three content-specific professional development days throughout the year, including time for collaboration and articulation. This action addresses the following red indicators: Math - EL, LTEL, SWD, Chronic Absenteeism - AA, EL, HL, LTEL, and SED, ELPI - EL
Action 1.15 Literacy Skills Development for EL, LTEL, LI, and FY students. Fund school librarian techs at each school site. This action addresses the following red indicators: Math - EL, LTEL, SWD, Chronic Absenteeism - EL, HL, LTEL, and SED, ELPI - EL
Action 1.16 Technology Team Support to provide teachers with training and support to increase teacher technological efficacy. This action addresses the following red indicators: Math - EL, LTEL, SWD,
Not Implemented/Differs Substantively:
All actions were implemented in a manner consistent with the descriptions in the adopted LCAP and did not reflect any material or substantial differences.

Addressing DIfferentiated Assistance and Red Indicators
MUSD acknowledges the areas identified as red indicators in the California School Dashboard and is committed to continuous improvement. The district plans to:

- Enhance Attendance Strategies: Implement targeted interventions to further reduce chronic absenteeism, such as personalized outreach and attendance incentive programs.

- Monitor Academic Progress: Utilize data-driven approaches to identify and support students who are not meeting proficiency levels, ensuring timely interventions.
- Allocate Resources Effectively: Reassess budget allocations to ensure that critical areas, especially those highlighted by red indicators, receive adequate support.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. There were limited substantive material differences between the Budget Expenditures and the Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditure Differences:

- In the 2025-26 school year, there were no significant expenditure differences

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

The following action items were developed to meet the needs of all students, with a special focus on student groups identified by red indicators: Math - EL, LTEL, SWD, Chronic Absenteeism - EL, HL, LTEL, and SED, ELPI - EL

Effective Actions:
The following action items were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric as shown below:
-Action 1.1: The 2025 California Dashboard Graduation Rate remained stable compared to the previous year. MUSD graduation rate increased from the 2023 baseline of 92.2% to 95.0% in 2025.
Action 1.2: The percentage of students who met or exceeded the standard on ELA CAASPP increased from 56.4% in 2023 to 59.05% in 2025
-Action 1.3: The percentage of students who met or exceeded the standard on the Math CAASPP increased from 42.67% in 2023 to 44.72% in 2025.
-Action 1.6: Levels of preparedness increased from 44.6% in 2023 to 61.6% in 2025.
-Action 1.7: CTE pathway completion increased from 17.1% in 2023 to 22.2% in 2025.
-Action 1.8: College credit course increased from 9.5% in 2023 to 12.6% in 2025.
-Action 1.10:The percentage of students who met the UC/CSU a-g requirement increased from 49.2% in 2023 to 49.3% in 2024.
-Action 1.12: The EAP in ELA increased from 58% in 2023 to 65.13% in 2024.
-Action 1.13: The EAP in Math increased from 30% in 2023 to 39.58% in 2024.

The following action items were maintained or slightly decreased:
-Action1.4:The percentage of students making progress towards English Proficiency decreased from 43.8% in 2023 to 34.1% in 2025.
-Action 1.5: The reclassification rate decreased from 18.8% to 16.3%
-Action 1.11: The number of students who received the State Seal of Biliteracy decreased from 37 students in 2023 to 26 in 2025.

Contributing Actions (Foster Youth, Low Income, English Learners, Long-Term English Learners):
1.3, 1.5, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15

Non-contributing Actions:
1.1, 1.2, 1.4, 1.6, 1.7, 1.11, 1.16

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.

Description and Explanation:
At this time, MUSD plans to implement all Goal One actions, both contributing and non-contributing, in the next LCAP three-year cycle, with modifications to address the 2025-26 LCAP template requirements, including the 2025 Dashboard's lowest-performing indicators.

Metrics:
All metrics for Goal One will continue into the 2025-26 LCAP plan, with modifications to address the lowest performance level on one or more state indicators on the 2025 CA Dashboard, by site and district.

Actions:
All action items for Goal One will continue into the 2025-26 LCAP plan, with modifications to Action 1.16, to address the lowest performance level on one or more state indicators on the 2025 CA Dashboard, by site and district.
Contributing Actions (Foster Youth, Low Income, English Learners, LTELs):
1.3, 1.5, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15
Non-contributing Actions:
1.1, 1.2, 1.4, 1.6, 1.7, 1.11, 1.16

Outcomes:
MUSD will include a narrative in the action item and also provide additional metrics by site or district student groups, indicating the lowest performance level on one or more state indicators in 2025, and monitor changes in the 2025 Dashboard.

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	Academic Intervention	Provide before, during, and after school interventions LEA-wide, principally directed toward English Learners, Foster Youth, and Low-Income students	$685,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Priorities 2B and 4A	to mitigate learning loss and accelerate learning. Provide intervention and support through hourly teachers and instructional materials. This action provides opportunities for small group instruction and supplemental materials to support targeted instruction. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED). It supports the technical assistance needed by providing targeted academic interventions for English Learners, Foster Youth, and Low-Income students. By aligning this action with identified technical assistance needs, the LCAP demonstrates a focused approach to addressing achievement gaps for underperforming student groups, aiming to improve academic outcomes in areas such as ELA and Math. LREBG funds were expended during the 2025-26 school year, totaling $1,223,371 (indirect cost = $97,396), to support goal 1, action 1.1 RtI/MTSS model($471,043). The metric used to evaluate the effectiveness of this action is metric 1.1 - English Language Arts California Assessment of Student Performance and Progress (CAASPP) and 1.3 - Mathematics California Assessment of Student Performance and Progress (CAASPP). These actions align with our most recent needs assessment, which identifies the following schools as having "low" or "very low" performance in ELA - Arroyo West (EL, SWD), Chaparral Middle School (EL, LTEL), Flory (SWD), Moorpark High School (HIS, LI, SWD). These actions also align with our most recent needs assessment, which identifies the following schools as having "low" or "very low" performance in math - Mesa Verde Middle School (EL, LI, SWD). These align with allowable uses of funds, including but not limited to accelerating progress to close learning gaps, providing professional development and coaching on the mathematics and ELA frameworks, providing counseling and mental health services, and additional academic services for pupils.		
1.2	College Readiness Support Priorities 4B, 4D, 4H, and 7A	Provide LEA-wide principally directed toward English Learners, Foster Youth, and Low-Income students with access to college readiness programs that will ensure students are meeting A-G requirements with a focus on first generation college-bound students.	$118,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED. It supports the technical assistance needed by providing access to college readiness programs for English Learners, Foster Youth, and Low-Income students. By focusing on college preparedness, this action addresses areas for improvement in the College/Career Indicator, particularly for underperforming student groups, helping to increase their post-secondary opportunities.		
1.3	Summer School Priorities 2B, 4A and 7A	Provide LEA-wide summer school opportunities including credit recovery, to ensure English Learner. Low-Income, and Foster Youth students are meeting grade level standards and are on track for graduation. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED. It supports the technical assistance needed by offering summer school opportunities for English Learners, low-income students, and Foster Youth. Providing extended learning time demonstrates a commitment to addressing learning loss and accelerating academic progress for underperforming student groups identified in the technical assistance needs. LREBG funds were expended during the 2025-26 school year, totaling $1,223,371 (indirect cost = $97,396), to support goal 1, action 1.3 math professional development and support ($88,782). The metric used to evaluate the effectiveness of this action is metric 1.3 - Mathematics California Assessment of Student Performance and Progress (CAASPP). These actions align with our most recent needs assessment, which identifies the following schools as having "low" or "very low" performance in ELA - Arroyo West (EL, SWD), Chaparral Middle School (EL, LTEL), Flory (SWD), Moorpark High School (HIS, LI, SWD). These actions also align with our most recent needs assessment, which identifies the following schools as having "low" or "very low" performance in math - Mesa Verde Middle School (EL, LI, SWD). These align with allowable uses of funds, including but not limited to accelerating progress to close learning gaps, providing professional development and coaching on the mathematics and	$72,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA frameworks, providing counseling and mental health services, and additional academic services for pupils.		
1.4	Extended School Year for Students with Disabilities Priorities 4A, 7A, and 7C	Provide LEA-wide extended school year opportunities principally directed for students who are most adversely affected by summer regression. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED. It supports the technical assistance needed by providing extended school year opportunities for Students with Disabilities. By offering additional instructional time, this action directly addresses the technical assistance needs for improving outcomes for Students with Disabilities, particularly in ELA and Math achievement and college/career readiness.	$156,470.25	No
1.5	Student Progress Monitoring Priorities 4A and 2B	Provide LEA-wide district and site administrators to analyze student achievement data using a continuous cycle of improvement so updates and modifications can be made to improve programs and services principally directed toward English Learners, Foster Youth, and Low-Income students to mitigate learning loss and accelerate learning. This data analysis will be used to plan intensive intervention programs and monitor individual student progress through PRIDE/SST. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED It supports the technical assistance needed by implementing student progress monitoring focused on English Learners, Foster Youth, and Low-Income students. By closely tracking student achievement data, this action allows for timely interventions and supports, addressing areas for improvement identified in the technical assistance needs.	$485,485.00	Yes
1.6	High Quality Career Technical Education (CTE)	Provide an LEA-wide high-quality CTE program that includes access to a variety of CTE pathways, representing high-demand, high-wage jobs, and provide support services to assist students with identifying career	$89,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Priority 4D	pathways that match their interests. This action is principally directed toward English Learners, Foster Youth, and Low-Income students to access resources in being college/career ready. This supports the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED).		
1.7	Diagnostic and Support Software Priorities 4A, 4E, 4F and 2B	Provide standards-aligned diagnostic and support software LEA-wide to identify learning gaps, accelerate learning, and ensure equitable access. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED). It supports the technical assistance needed by providing diagnostic and support software to identify learning gaps and accelerate learning. Utilizing technology-based tools addresses areas for improvement in academic achievement, particularly for Students with Disabilities and other underperforming groups identified in the technical assistance needs.	$201,180.00	Yes
1.8	Supports for English Language Proficiency Priorities 4E, 4F, and 2B	Provide Rosetta Stone Foundations LEA-wide as a supplemental tool to help accelerate English language acquisition for English Learners, which will increase their access to standards-based, grade level curriculum. The use of this curriculum will also increase students in English language proficiency to a level meeting reclassification criteria. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED).	$7,095.00	Yes
1.9	Supports for Long-Term English Learners Priorities 4E, 4F, and 2B	Provide Bilingual Academic Support Liaisons for comprehensive middle schools, to support English Learner students and their families. Hire Bilingual aides to assist in English Learner students at the secondary level in their core academic classes. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED).	$76,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Program Coordinator for Multilingual Learners Priorities 4E, 4F, and 2B	Provide bilingual Program Coordinator for Multilingual Learners to support teachers in creating high-interest English Language Development (ELD) lessons with high expectations for students during designated and integrated ELD. The bilingual Program Coordinator will also educate and provide resources for English Learner families, to ensure an understanding of the United States education system, specifically as it relates to college and career preparedness. Bilingual Program Coordinator will also provide professional development, ensuring staff has an assets-oriented perspective and understand effective practices for fostering strong family and school relationships. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED).	$169,566.00	Yes
1.11	Class Size Reduction Priority 4A	Provide additional staff LEA-wide to decrease the student to teacher ratios. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED). It supports the technical assistance needed by reducing class sizes to provide more individualized attention to students. Decreasing student-to-teacher ratios demonstrates a commitment to improving academic outcomes for all students, with particular emphasis on supporting underperforming groups identified in the technical assistance needs.	$20,000.00	Yes
1.12	Supports for English Learner Students with Disabilities Priority 4A, 2B and 7C	To ensure alignment wit the MUSD Special Education Plan, specifically as it relates to English Learners, provide a Special Education English Learner Program Specialist. The Special Education English Learner Program Specialist will work with staff to ensure English Learners with disabilities have opportunities to be placed in general education classes, ensure case managers regularly review graduation requirements and develop effective transition plans, and will supervise implementation of Tier III reading interventions using Sonday and other evidence based programs. The Program Specialists will also provide professional development on topics such as accommodations, and language difference versus disability.	$62,989.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED). It supports the technical assistance needed by providing specific supports for English Learner Students with Disabilities. By addressing the unique needs of this student group, this action directly aligns with the technical assistance needs for improving outcomes for Students with Disabilities, particularly in areas such as ELA and Math achievement and English language proficiency.		
1.13	EL, LI, FY Access to a Broad Course of Study Priorities 2B, 7A, 7B, and 7C	Provide Zero and 7th period options LEA-wide for students in grades 6th-12th, to expand opportunities for elective courses. This will ensure access to a broad course of study for ELs who also must take a designated ELD class during the school day, as well as LI and FY students participating in intervention courses. School of Distinction themes for grades TK-5th will continue to be offered to ensure a broad course of study for EL, LI, and FY. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED).	$67,100.00	Yes
1.14	Professional Development - Implementation of State Standards Priority 2A	Provide professional development on the implementation of state standards for all students including how the program and services will enable English Learners to access the State Standards and the ELD standards for purposes of gaining academic content knowledge and English Language Proficiency. This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED).	$343,711.00	Yes
1.15	Literacy Skill Development for EL, LI, and FY students Priorities 2A and 4A	To be ready for college, workforce training, and life in a technological society, EL, LI, and FY students need the ability to gather, comprehend, evaluate, synthesize, and summarize information and ideas. Historically, data indicate EL, LI, and FY students have limited access to literacy resources and materials. Librarians will be hired to provide access to literacy resources and assist EL, LI, and FY students in the development of literacy, research, and media skills.	$166,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL, and Chronic Absenteeism: AA, EL, LTEL, HL, SED). It supports the technical assistance needed by focusing on literacy skill development for English Learners and low-income and Foster Youth students. Providing access to literacy resources and librarian support addresses the technical assistance necessary to improve academic outcomes, particularly in English Language Arts. This targeted approach demonstrates a commitment to closing achievement gaps for underperforming student groups identified in the technical assistance needs. By enhancing literacy skills, this action aims to improve reading proficiency and overall academic performance across subjects, contributing to better outcomes in areas such as the College/Career Indicator and standardized test scores. This focused literacy support aligns with the LCAP's goal of increasing academic achievement for all students, particularly emphasizing those most in need of additional resources and interventions.		
1.16	Technology Support Priorities 2A, 4A, 7B, and 7C	Due to the expiration of one time funding, the action item will be restructured to be supported by the technology department technicians.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, Foster Youth, and Students with Disabilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MUSD's Goal 2 is intended to support Goal 1's central aim of increasing academic achievement for all students so they are career/college-ready upon graduation by ensuring access to a safe and supportive learning environment that fosters strong relationships and a sense of belonging. The evaluation of Goal 2 uses metrics aligned with State Priority 3 - Parent Involvement, State Priority 5 - Pupil Engagement, and State Priority 6 - School Climate to support and inform additional actions and services to accomplish Goal 1.

Based on educational partner feedback from the 2023-24 LCAP Parent, Student, and Staff Survey, the following priorities were identified for the 2024-25 LCAP. Feedback from the 2024-25 and 2025-26 LCAP Parent, Student, and Staff Surveys continues to inform the 2026-27 LCAP.
-English-speaking parents identified the following priorities: academic achievement, school safety, and class size. Spanish-speaking parents identified the following priorities: academic achievement, school safety, and mental health and well-being.
-Students identified the following priorities: academic achievement, extracurricular activities, and school safety.
-Staff identified the following priorities: class size, academic achievement, and school safety

These actions are included in formal plans designed better to meet the needs of MUSD's unique learners. Educational partners, including students, staff, and parents/guardians, are essential in developing and monitoring these districtwide and school-specific plans. While MUSD's LCAP meets statutory requirements by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding and addresses student groups identified in the 2023 California Dashboard as performing at the lowest level, related actions aligned with Goal 1 are detailed in the following plans:

SPSA and Comprehensive School Safety Plans
School Plans for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school with the encompassing goal of increasing student achievement. The Comprehensive School Safety Plan is a strategic plan developed for employee safety and emergency action plans which provide site detailed guidance for use as necessary for student and staff safety.

The School Site Council (SSC) is responsible for developing the SPSA, which includes analyzing schoolwide student data and developing and monitoring goals and actions that align with the MUSD LCAP. Some key actions addressing Goal 2 in each MUSD SPSA include:

- Actions to address staff training regarding student safety
- Actions to address increased daily school attendance and mitigate chronic absenteeism
- Actions to address school connectedness
- Actions to address increased participation in school activities
- Actions to address increasing the engagement of educational partners
- Actions to increase school facility cleanliness and safety

EL Master Plan

The EL Master Plan outlines our commitment to the development and success of English Learners (ELs) in MUSD. Recognizing the unique strengths and challenges of ELs, this plan provides a roadmap to ensure they not only achieve academic success but also become multilingual and multicultural assets in our global community. In addition to an asset-based framework, this master plan embraces MUSD's Local Control Accountability Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary supports to have a successful TK-12 academic experience. Some key actions addressing Goal 1 in the EL Master Plan include:

- Increase the reclassification rate for all K-12 English Learners
- Continue exploring programs that benefit English Learners, such as DLI
- Continue providing intensive intervention services to all English Learners
- Accelerate English language acquisition by providing before, during, and after school intervention
- Zero period offered at the secondary level to English Learners, allowing them to take additional electives
- Continue digital platforms for newcomers to practice and enhance their language acquisition

Strategic Plan for Students with Disabilities

This MUSD Special Education Plan is designed to define the structures for Students With Disabilities to support access to standards-aligned content, high-quality learning environments, and individualized support in the least restrictive environment. The plan is organized around three priorities that form the foundation of an effective program for Students With Disabilities: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal aligned to MUSD's LCAP and includes action items/steps to implement these goals. The plan provides a broad outline of overall special education programs and works with the LCAP plan. Some key actions addressing Goal 1 in the Special Education Plan include:

- Ensure each SPSA includes action items for the Least Restrictive Environment (LRE)
- Increase co-teaching and inclusion across all secondary sites
- Increase co-teaching and inclusion across all elementary sites with specialized programs
- Provide Compassionate Systems Training for School Administrators
- Schedule Co-teaching training for new and veteran co-teachers
- Provide site level Inclusion Professional Development
- Continue social-emotional and school connectedness professional learning
- Provide Applied Behavioral Analysis (ABA) PD
- Provide a social communication program at elementary, middle, and high schools to develop social skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students chronically absent Priority 5B	All students - 14.9% EL - 23.8% LI - 23.8% SWD - 30.7% FY - Student group too small to report Data Year: 2022-23 Data Source: California Dashboard	All students - 9.8% EL - 9.1% LTEL - 13.7% LI - 14.5% SWD - 17.6% FY - Student group too small to report HL - 23.9% Data Year: 2023-24 Data Source: California Dashboard	All students - 11.3% EL - 13.5% LTEL - 23.1% LI - 17.8% SWD - 18% FY - Student group too small to report HL - 23.8% Data Year: 2024-25 Data Source: California Dashboard	All students - 14.0% EL - 23.0% LI - 23.0% SWD - 30.0% FY - Student group too small to report Data Year: 2025-26 Data Source: California Dashboard	All students - 3.6% EL - 10.3% LTEL - No Baseline Data LI - 6% SWD - 12.7% FY - Student group too small to report HL - No Baseline Data
2.2	Percentage of students suspended one or more times Priority 6A	All students - 3.2% EL - 4.4% LI - 5.1% SWD - 5.6% FY - Student group too small to report Data Year: 2022-23	All students - 3.3% EL - 4.6% LTEL - 11.8% LI - 5.5% SWD - 6.2% FY - Student group too small to report	All students - 2.9% EL - 3.9% LTEL - 10.7% LI - 4.8% SWD - 5.4% FY - Student group too small to report	All students - 3.0% EL - 4.0% LI - 5.0% SWD - 5.0% FY - Student group too small to report Data Year: 2025-26	All students -0.3% EL -0.5% LTEL - No Baseline Data LI - 0.3% SWD -0.2% FY - Student group too small to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: California Dashboard	HL - 8.0% Data Year: 2023-24 Data Source: California Dashboard	HL - 2.0% Data Year: 2024-25 Data Source: California Dashboard	Data Source: California Dashboard	HL - No Baseline Data
2.3	Expulsion Rate Priority 6B	0.1% Data Year: 2022-23 Data Source: DataQuest	0.0003% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0.1% Data Year: 2025-26 Data Source: DataQuest	-0.1%
2.4	Middle and High School Dropout Rate Priority 5C, 5D	0% Middle School 0.007% High School Data Year: 2022-23 Data Source: Middle School - CalPads Fall 1 Report 8.1c and 1.2 High School - DataQuest	0% Middle School 3.3% High School Data Year: 2023-24 Data Source: Middle School - CalPads Fall 1 Report 8.1c and 1.2 High School - DataQuest	0% Middle School 1.9% High School Data Year: 2024-25 Data Source: Middle School - CalPads Fall 1 Report 8.1c and 1.2 High School - DataQuest	0% Middle School 0.005% High School Data Year: 2025-26 Data Source: Middle School - CalPads Fall 1 Report 8.1c and 1.2 High School - DataQuest	Middle School - No change High School +1.893%
2.5	Attendance Rates Priority 5A	93% Data Year: 2022-23 Data Source: Q SIS	94% Data Year: 2023-24 Data Source: Q SIS	92.9% Data Year: 2024-25 Data Source: Q SIS	95% Data Year: 2025-26 Data Source: Q SIS	-0.1%
2.6	Percentage of students that find classes	86% Agree/Strongly Agree	86% Agree/Strongly Agree	83% Agree/Strongly Agree	88% Agree/Strongly Agree	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	challenging and interesting Priority 6C	Data Year: 2023-24 Data Source: LCAP Student Survey	Data Year: 2024-25 Data Source: LCAP Student Survey	Data Year: 2025-26 Data Source: LCAP Student Survey		
2.7	Parent, Student, and Staff percentage reporting school is/feels safe Local Indicator Priority 6C	English Speaking Parents - 93% Spanish Speaking Parents - 97% Students 87% Staff 90% Data Year: 2023-24 Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	English Speaking Parents - 96% Spanish Speaking Parents - 96% Students 87% Staff 97% Data Year: 2024-25 Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	English Speaking Parents - 95% Spanish Speaking Parents - 95% Students 86% Staff 98% Data Year: 2025-26 Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	English Speaking Parents - 94% Spanish Speaking Parents - 97% Students 88% Staff 92% Data Year: 2026-27 Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	English Speaking Parents +2% Spanish Speaking Parents - 2% Students -1% Staff +8%
2.8	Parent, Student, and Staff percentage reporting school is clean and inviting Local Indicator Priority 6C	English Speaking Parents - 91% Spanish Speaking Parents - 98% Students 81% Staff 88% Data Year: 2023-24 Data Source: LCAP Parent, Student, and	English Speaking Parents - 93% Spanish Speaking Parents - 97% Students 81% Staff 94% Data Year: 2024-25	English Speaking Parents - 94% Spanish Speaking Parents - 95% Students 80% Staff 93% Data Year: 2025-26	English Speaking Parents - 92% Spanish Speaking Parents - 98% Students 82% Staff 89% Data Year: 2026-27	English Speaking Parents +3% Spanish Speaking Parents - 3% Students -1% Staff +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff Survey, CA Dashboard	Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	Data Source: LCAP Parent, Student, and Staff Survey, CA Dashboard	
2.9	Percentage of students that reported participating in activities at school Priority 6C	All - 73% EL - 53.8% LI - 64.7% FY - Student group to small to report Data Year: 2023-34 Data Source: LCAP Student Survey	All - 77% EL - 56% LI - 67% SWD - 66% FY - Student group too small to report Data Year: 2024-25 Data Source: LCAP Student Survey	All - 76% EL - 67% LI - 73% SWD - 68% FY - Student group too small to report Data Year: 2025-26 Data Source: LCAP Student Survey	All - 75% EL - 55% LI - 66% FY - Student group too small to report Data Year: 2026-27 Data Source: LCAP Student Survey	All +3% EL +13.2% LI +8.3% SWD - No Baseline Data FY - Student group too small to report
2.10	Percentage of parents reporting attending one or more family engagement opportunities Priority 3A, 3B, 3C	English Speaking Parents - 93% Spanish Speaking - 35% Data Year: 2023-24 Data Source: LCAP Parent Survey	English Speaking Parents - 90% Spanish Speaking - 92% Data Year: 2024-25 Data Source: LCAP Parent Survey	English Speaking Parents - 92% Spanish Speaking - 90% Data Year: 2025-26 Data Source: LCAP Parent Survey	English Speaking Parents - 94% Spanish Speaking - 37% Data Year: 2026-27 Data Source: LCAP Student Survey	English Speaking Parents - 1% Spanish Speaking +55%
2.11	Percentage of parents that feel well informed and communicated with about their child's progress	English Speaking Parents - 93% Spanish Speaking - 98%	English Speaking Parents - 94% Spanish Speaking - 99%	English Speaking Parents - 91% Spanish Speaking - 97%	English Speaking Parents - 94% Spanish Speaking - 98%	English Speaking Parents -2% Spanish Speaking -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3A, 3B, 3C	Data Year: 2023-24 Data Source: LCAP Parent Survey	Data Year: 2024-25 Data Source: LCAP Parent Survey	Data Year: 2025-26 Data Source: LCAP Parent Survey	Data Year: 2026-27 Data Source: LCAP Student Survey	
2.12	Percentage of students that reported that they feel connected to their school and teachers Priority 6C	Base line will be determined during the 2024-25 school year	All - 84% EL - 85% LI - 79% SWD - 86% FY - Student group too small to report Data Year: 2024-25 Data Source: LCAP Student Survey	All - 83% EL - 82% LI - 79% SWD - 83% FY - Student group too small to report Data Year: 2025-26 Data Source: LCAP Student Survey	All - 80% EL - 77% LI - 78% FY - Student group to small to report Data Year: 2026-27 Data Source: LCAP Student Survey	All - 1% EL - 3% LI 0% SWD - 3% FY - Student group too small to report
2.13	District and Site Safety Plans Priority 6C	Updated District and Site Safety Plans at each site and district office Completion Rate: 100% Data Year: 2023-24 Data Source: School Board Meeting Minutes	Updated District and Site Safety Plans at each site and district office Completion Rate: 100% Data Year: 2024-25 Data Source: School Board Meeting Minutes	Updated District and Site Safety Plans at each site and district office Completion Rate: 100% Data Year: 2025-26 Data Source: School Board Meeting Minutes	Updated District and Site Safety Plans at each site and district office Completion Rate: 100% Data Year: 2026-27 Data Source: School Board Meeting Minutes	Updated District and Site Safety Plans at each site and district office Completion Rate: No Change

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 district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Overall implementation:
Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Challenges:
No significant challenges were experienced with the implementation of the actions.

Successes:
Action 2.1 Counselor to support EL, LTEL, LI, and FY - Full-time counselors at all school sites, including elementary schools. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.2 Student Engagement. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.3 Building Positive Relationships. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.4 EL, LTEL, LI, and FY Parent and Family Engagement. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.5 Tiered Reengagement Strategies. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.6 Foster Youth Support. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.7 Comprehensive Approach to Health and Wellness - Wellness centers/spaces at all school sites, including elementary schools. This action addresses the following red indicators: Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Action 2.8 EL, LI, and FY Transportation - Free transportation provided to all eligible students. This action addresses the following red indicators:
Math - EL, LTEL, SWD, ELPI - EL, Chronic Absenteeism - AA, EL, HL, LTEL, SED.
Not implemented/Differs Substantively:
All actions were implemented in a manner that was described in the adopted LCAP and had no material substantial difference

Addressing Differentiated Assistance and Red Indicators
MUSD acknowledges the areas identified as red indicators in the California School Dashboard and is committed to continuous improvement. The district plans to:

- Enhance Attendance Strategies: Implement targeted interventions to further reduce chronic absenteeism, such as personalized outreach and attendance incentive programs.
- Monitor Academic Progress: Utilize data-driven approaches to identify and support students who are not meeting proficiency levels, ensuring timely interventions.
- Allocate Resources Effectively: Reassess budget allocations to ensure that critical areas, especially those highlighted by red indicators, receive adequate support.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

There were limited substantive material differences between the Budget Expenditures and the Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Effective Actions:
All of the Action items were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric as shown below:
-Action 2.1: The percentage of students chronically absent decreased from 14.9% in 2023 to 11.3% in 2025
-Action 2.2: The percentage of students suspended one or more time slightly decreased from 3.2% in 2023 to 2.9% in 2025.
-Action 2.3: The percentage of students expelled decreased from 0.1% in 2023 to 0.0000% in 2025.
-Action 2.4: The percentage of middle school drop out rate maintained at 0% in 2025.
-Action 2.5: The average daily attendance rates maintained from 93% in 2023 to 92.9% in 2025.
-Action 2.7: The percentage of pf parents, students, and staff reporting school is/feels safe increased for English-speaking parents from 93% in 2023 to 95% in 2025 and staff from 90% in 2023 to 98% in 2025, students decreased from 87% in 2023 to 86% in 2025 and Spanish speaking parents slightly decreased from 97% in 2023 to 95% in 2025.
-Action 2.8: The percentage of pf parents, students, and staff reporting school is clean and inviting increased for English-speaking parents from 91% in 2023 to 94% in 2025 and staff from 88% in 2023 to 93% in 2025, students decreased from 81% in 2023 to 80% in 2025 and Spanish speaking parents slightly decreased from 98% in 2023 to 95% in 2025.
-Action 2.9: The percentage of students who rerported particpating in activities in school increased from 73% in 2023 to 76% in 2025.
-Action 2.10: The percentage of parents reporting attending one or more family engagement increased signifcantly for Spanish speaking families from 35% in 2023 to 90% in 2025 and English speaking familes decreased slightly from 93% in 2023 to 92% in 2025.
-Action 2.13: The percentage of completion rate of site safety plans maintained at 100% in 2025.

The following action items were maintained or slightly declined:

-Action 2.6: The percentage of students who find classes challenging and interesting slightly decreased from 86% in 2023 to 83% in 2025.

-Action 2.4: The percentage of high school drop-out rate increased from 0.007% to 3.3%
Action 2.11: The percentage of parents who reported feeling well-informed and communicated with about their child's progress decreased for English-speaking families from 93% in 2023 to 91% in 2025 and for Spanish-speaking families from 98% in 2023 to 97% in 2025.
-Action 2.12: The percentage of students who feel connected to their school and teachers' baseline data was collected at 84% in 2024 and decreased slightly to 83% in 2025.

Contributing Actions (Foster Youth, Low-Income, English Learners): 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

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 Description and Explanation:
At this time, MUSD plans to implement all Goal 2 actions, both contributing and non-contributing, in the next LCAP 3-year cycle, with modifications to address the 2026-27 template requirements, including the 2025 Dashboard's lowest-performing indicators.

Metrics:
All metric items for Goal 2 will remain in the 2026-27 LCAP plan with modifications to address the lowest performance level on one or more state indicators on the 2025 CA Dashboard by site and district.

Actions:
All action items for Goal 2 will remain in the 2026-27 LCAP plan with modifications to address the lowest performance level on one or more state indicators on the 2025 CA Dashboard by site and district.

Contributing Actions (Foster Youth, Low-Income, English Learners, LTELs):
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

Outcomes:
MUSD will include a narrative in the action item and also include additional metrics by site/district student groups, indicating the lowest performance level on one or more state indicators on the 2025 Dashboard.

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	Counselors to Support EL, LTEL, LI, an FY Priorities 4A, 5A, 5B, 5C, 5D, 5E, 6A and 6C	Provide additional counselors LEA-wide, beyond base programs, for TK-12th grade students to support social-emotional health, engagement, connectedness, and academic achievement. The additional services are primarily directed toward English Learners, low-income students, and Foster Youth students. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED). It supports the technical assistance needed by providing additional counseling support for English Learners, Foster Youth, and Low-Income students. By aligning this targeted action with identified technical assistance needs, the LCAP demonstrates a focused approach to addressing social-emotional and academic support for underperforming student groups, aiming to improve engagement and reduce chronic absenteeism.	$1,196,895.00	Yes
2.2	Student Engagament Priorities 4A, 5A, 5B, 6A, 6B, and 6C	Provide LEA-wide middle school English Learner, Low-Income, and Foster Yout students with additional engagement opportunities, including clubs and intramurals, Achieving Character Together (ACT), and social-emotional learning (SEL) programs, including Character Strong. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).	$33,263.00	Yes
2.3	Building Positive Relationships Priorties 5A, 5B, 6A,6B and 6C	Provide staff, including a School Resource Office, to conduct outreach, and wellness checks, and ensure campus safety, while building a positive relationship with students and families. Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions that may lead to suspensions or expulsions (CHAMPS). This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED). It supports the technical assistance needed by implementing strategies to build positive relationships and reduce	$252,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disciplinary actions. By focusing on positive behavior interventions and support, this action addresses areas for improvement in suspension rates, particularly for Students with Disabilities and other underperforming student groups, helping to create a more supportive and inclusive school environment.		
2.4	EL, LTEL, LI, and FY Parent and Family Engagement Priorities 3A, 3B, 3C, and 6C	Offer activities and opportunities to connect with parents as partners in their children's education. These activities and opportunities provide parents the ability to be informed and to provide input for decision-making. Considerations will be made regarding topics requested by parents. Offer Adult Education: ESL, citizenship and technology classes as well as Latino Family Literacy Project for parents of English Learners. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED). It supports the technical assistance needed by offering activities and opportunities to connect with parents as partners in their children’s education, explicitly emphasizing including parents of students with exceptional needs. By aligning this targeted action with identified technical assistance needs, the LCAP demonstrates a focused approach to increasing parent and family engagement for all student groups, including those with disabilities. This action aims to improve communication, provide educational opportunities, and foster a collaborative environment between the school and families, ensuring that parents of students with exceptional needs are actively involved in decision-making processes and have access to resources that support their child’s unique learning requirements. This inclusive approach addresses areas for improvement in parent engagement and supports the overall goal of enhancing outcomes for underperforming student groups.	$6,950.00	Yes
2.5	Tierred Re-engagement Stategies	Implement tiered re-engagement startegies to increase attendance rate and decrease chronic absenteeism. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA,	$100,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Priorities 4A, 5A, and 5B	EL, HL, LTEL, and SED). It supports the technical assistance needed by implementing tiered re-engagement strategies to increase attendance. Targeting chronic absenteeism through a systematic approach demonstrates a commitment to improving school attendance for all students, with particular emphasis on supporting underperforming groups identified in the technical assistance needs, thus addressing a key area for improvement.		
2.6	Foster Youth Support Priorities 4A, 5A, 5B, 7A, and 7B	Employ an LEA-wide Liaison for Foster Youth to provide access to resources and supplies, deliver staff training, and assist counselors with monitoring Foster Youth, academic achievement, and social-emotional well-being, to ensure that Foster Youth have full and equal opportunity to succeed in school. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).	$10,630.00	Yes
2.7	Comprehensive Approach to Health and Wellness Priorities 4A, 5A, 6A, and 7B	Implement an LEA-wide comprehensive approach to health and wellness, including student and family support offered by a bilingual district nurse, additional hours above base for site nurses, and access to virtual and in-person wellness centers. This action is principally directed toward English Learners, Foster Youth, Low-Income students, and All Students including Students with Disabilities. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).	$451,095.00	Yes
2.8	EL, LTEL, LI, and FY Transportation Priorities 4A, 5A, 5B, 5C, 5D, 7B, and 7C	Provide LEA-wide transportation, principally directed for EL, LTEL, LI, and FY to increase attendance and student engagement. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).	$678,008.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all students with access to 21st-century learning aligned with state priorities addressing Basic Services, implementing State Standards, and ensuring Course Access.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

MUSD's Goal 3 supports Goal 1 to increase academic achievement for all students to be career/college-ready upon graduation and ensures access to a safe and supportive learning environment that fosters strong relationships and a sense of belonging. The evaluation of Goal 3 involves various metrics aligned with State Priority 1 - Basic (Conditions of Learning), State Priority 2 - State Standards (Conditions of Learning), and State Priority 7 - Course Access (Conditions of Learning) to provide support and additional actions and services to accomplish Goal 1.

These actions are included in formal plans designed to meet the needs of MUSD's unique learners. Educational partners, including students, staff, and parents/guardians, are essential in developing and monitoring these districtwide and school-specific plans. While MUSD's LCAP meets statutory requirements by addressing actions for Foster Youth, English Learners, and Low-Income Students using LCFF supplemental funding and addresses student groups identified in the 2023 California Dashboard as performing at the lowest level, related actions aligned with Goal 3 are detailed in the following plans:

SPSA and Comprehensive School Safety Plans
School Plans for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school to increase student achievement. The Comprehensive School Safety Plan is a strategic plan developed for employee safety and emergency action plans which provide site detailed guidance for use as necessary for student and staff safety.
The School Site Council (SSC) is responsible for developing the SPSA, which includes analyzing schoolwide student data and developing and monitoring goals and actions that align with the MUSD LCAP. Some key actions addressing Goal 2 in each MUSD SPSA include:

- Actions to provide access to standards-based instruction
- Actions that support English Learner's access to state standards including ELD
- Actions to ensure teachers are appropriately assigned to the courses that they teach
- Actions to ensure the school facility is in good repair

EL Master Plan

The EL Master Plan outlines MUSD's commitment to the development and success of English Learners (ELs). Recognizing EL's unique strengths and challenges, this plan provides a roadmap to ensure EL's achieve academic success and are multilingual and multicultural assets in the global community. In addition to an asset-based framework, this master plan embraces MUSD's Local Control Accountability Plan (LCAP) goals. These goals are interwoven throughout the plan and were utilized as a foundation to ensure students are given all the necessary support for a successful TK-12 academic experience. Some key actions addressing Goal 3 in the EL Master Plan include:

- Provide integrated and designated ELD to all English Learners
- Provide access to core content courses
- Provide zero-period courses to increase access to a broad course of study

Strategic Plan for Students with Disabilities
This MUSD Special Education Plan is designed to define the structures for Students With Disabilities to support access to standards-aligned content, high-quality learning environments, and individualized support in the least restrictive environment. The plan is organized around three priorities that form the foundation of an effective program for Students With Disabilities: Least Restrictive Environment, Inclusive Practices, Professional Learning, and Communication. Each priority has a central goal aligned to MUSD's LCAP and includes action items/steps to implement these goals. The plan provides a broad outline of overall special education programs and works with the LCAP plan. Some key actions addressing Goal 1 in the Special Education Plan include:

- Ensure each SPSA includes action items for Least Restrictive Environment (LRE)
- Increase co-teaching and inclusion across all secondary sites
- Increase co-teaching and inclusion across all elementary sites with specialized programs
- Seek out intentional involvement opportunities for Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students in the school district will have sufficient access to standards-aligned instruction materials Priority 1B	Instructional Materials Insufficiency Number of Complaints: 0 Number of Complaints Resolved: 0 Number of Complaints Unresolved: 0 Source: 2023-24 Williams Case Legislation: Uniform	Instructional Materials Insufficiency Number of Complaints: 0 Number of Complaints Resolved: 0 Number of Complaints Unresolved: 0	Instructional Materials Insufficiency Number of Complaints: 0 Number of Complaints Resolved: 0 Number of Complaints Unresolved: 0	Instructional Materials Insufficiency Number of Complaints: 0 Number of Complaints Resolved: 0 Number of Complaints Unresolved: 0	Instructional Materials Insufficiency Number of Complaints: 0 Number of Complaints Resolved: 0 Number of Complaints Unresolved: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Complaints Process–Report	Source: 2024-25 Williams Case Legislation: Uniform Complaints Process–Report	Source: 2025-26 Williams Case Legislation: Uniform Complaints Process–Report	Source: 2026-27 Williams Case Legislation: Uniform Complaints Process–Report	Source: 2026-27 Williams Case Legislation: Uniform Complaints Process–Report
3.2	Implementation of the academic content and performance standards adopted by the State Board Priorities 2A & 2B Rating Scale(lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 3 Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: 3	Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 3 Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 4	Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 4	Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 4 Career Technical Education: 4 Health Education Content Standards: 4 Physical Education Model Content Standards: 5	Content Area Standards & Rating ELA-CCSS: 0 ELD (Aligned to ELA): 0 Mathematics-CCSS: 0 Next Generation Science Standards: 0 History-Social Science: 1 Career Technical Education: 0 Health Education Content Standards: 0 Physical Education Model Content Standards: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional Development, Instructional Materials, Policy & Program Support: Majority of areas: 4 & 5 History - Social Science: 3 Engagement of School Leadership:4 Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4 Data Year: 2022-2023 Data Source: CA Dashboard Local Indicators	Visual and Performing Arts: 3 World Language: 3 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas: 4 & 5 History - Social Science: 3 Engagement of School Leadership:4 Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4	Visual and Performing Arts: 4 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas: 4 & 5 History - Social Science: 4 Engagement of School Leadership:4 Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4	Visual and Performing Arts: 4 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas: 5 History - Social Science: 4 Engagement of School Leadership:5 Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 5 Providing support for teachers on standards not yet mastered: 5	Visual and Performing Arts: 1 World Language: 1 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas: 0 History - Social Science: 1 Engagement of School Leadership: 0 Identifying professional learning needs of teachers/staff as a whole: 0 Identifying professional learning needs of individual teachers: 0 Providing support for teachers on standards not yet mastered: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: CA Dashboard Local Indicators	Data Year: 2024-25 Data Source: CA Dashboard Local Indicators	Data Year: 2025-2026 Data Source: CA Dashboard Local Indicator	
3.4	Parent and student reporting access to internet Priority 7B	English Speaking Parents - 99% Spanish Speaking Parents - 92% Students - 96% Data Year: 2023-24 Data Source: LCAP Parent and Student Survey	English Speaking Parents - 99% Spanish Speaking Parents - 95% Students - 97% Data Year: 2024-25 Data Source: LCAP Parent and Student Survey	English Speaking Parents - 99% Spanish Speaking Parents - 88% Students - 97% Data Year: 2025-26 Data Source: LCAP Parent and Student Survey	English Speaking Parents - 99% Spanish Speaking Parents - 93% Students - 97% Data Year: 2026-27 Data Source: LCAP Parent and Student Survey	English Speaking Parents: +0% Spanish Speaking Parents: -4% Students: +1%
3.5	Parent awareness of and access to free and reduced lunch applications Priority 7B	95% of families received the email/phone communication on Free and Reduced Priced Meals information and access to the application Data Year: 2023-24 Data Source: Parent Square	94% of families received the email/phone communication on Free and Reduced Priced Meals information and access to the application Data Year: 2024-25 Data Source: Parent Square	94% of families received the email/phone communication on Free and Reduced Priced Meals information and access to the application Data Year: 2025-26 Data Source: Parent Square	96% of families received the email/phone communication on Free and Reduced Priced Meals information and access to the application Data Year: 2026-27 Data Source: Parent Square	Percentage of families received the email/phone communication on Free and Reduced Priced Meals information and access to the application: -1%
3.6	Teachers are appropriately assigned and fully credentialed in the subject area and for	0.1% misassignment 0% Vacancies	0.0% misassignment 0.07% Vacancies	0.07% misassignment 0.07% Vacancies	0.1% misassignment 0.0% vacancies	Misassignment: -0.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the students they are teaching Priority 1A	Data Year: 2022-23 Data Source: CALSAAS and CA Dashboard	Data Year: 2023-24 Data Source: CALSAAS and CA Dashboard	Data Year: 2024-25 Data Source: CALSAAS and CA Dashboard	Data Year: 2025-26 Data Source: CALSAAS and CA Dashboard	Vacancies: +0.07%
3.7	Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard Priority 1C	Deficiencies: 0 Extreme Deficiencies: 0 Data Year:2022-23 Data Source: CA Dashboard Local Indicators	Deficiencies: 0 Extreme Deficiencies: 0 Data Year:2023-24 Data Source: CA Dashboard Local Indicators	Deficiencies: 0 Extreme Deficiencies: 0 Data Year:2024-25 Data Source: CA Dashboard Local Indicators	Deficiencies: 0 Extreme Deficiencies: 0 Data Year:2025-26 Data Source: CA Dashboard Local Indicators	Deficiencies: 0 Extreme Deficiencies: 0
3.8	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation Priority 7C The percentage of students with IEPs served inside the regular class 80% or more of the school day	ALL: 52.3% TK-5: 67% 6-8: 48% 9-12: 27% Data Year: 2023-24 Data SourceFall CALPADS Report 16.13	ALL: 58.4% TK-5: 72% 6-8: 65.5% 9-12: 33% Data Year: 2024-25 Data SourceFall CALPADS Report 16.13	ALL: 69% TK-5: 76% 6-8: 87% 9-12: 46% Data Year: 2025-26 Data SourceFall CALPADS Report 16.13	ALL: 57% TK-5: 70% 6-8: 55% 9-12: 32% Data Year: 2025-26 Data SourceFall CALPADS Report 16.13	ALL: +16.7% TK-5: +9% 6-8: +39% 9-12: +19%

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 district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Overall Implementation:

To ensure that progress is made in providing conditions for learning that include basic services, implementation of state standards, and equitable course access for all students including EL, LI, and SWD.

Successes:
Action 3.1 Access to Internet, Devices, and Technology Support. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD, Chronic Absenteeism - African American.
Action 3.2 Safety Plan and Training - Strategos safety training for all staff (certificated and classified) at all school sites. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD, Chronic Absenteeism - African American.
Action 3.3 Access to Materials - Ongoing textbook adoption cycles. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD, Chronic Absenteeism - African American.
Action 3.4 Appropriately Assigned Teachers. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD, Chronic Absenteeism - African American.
Action 3.5 Facilities in Good Repair. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD, Chronic Absenteeism - African American.
Action 3.6 LI Access To Free Food Program. This action addresses the following red indicators: ELA - LTEL and SWD, Math - SWD, CCI - LTEL and SWD, Chronic Absenteeism - African American.

Not Implemented/Differs Substantively:
All actions were implemented in a manner consistent with the descriptions in the adopted LCAP and showed no material or substantial differences.

Addressing Differentiated Assistance and Red Indicators
MUSD acknowledges the areas identified as red indicators in the California School Dashboard and is committed to continuous improvement. The district plans to:

- Enhance Attendance Strategies: Implement targeted interventions to further reduce chronic absenteeism, such as personalized outreach and attendance incentive programs.
- Monitor Academic Progress: Utilize data-driven approaches to identify and support students who are not meeting proficiency levels, ensuring timely interventions.
- Allocate Resources Effectively: Reassess budget allocations to ensure that critical areas, especially those highlighted by red indicators, receive adequate support.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

There were limited substantive material differences between the Budget Expenditures and the Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Effective Actions:
The following Action items were effective in supporting progress toward the goal, and the degree to which the result was effective was measured by the associated metric as shown below: 100% of students continue to have access to standards-aligned instruction.
-Action 3.1: Students in the school district will have sufficient access to standards-aligned instructional materials - Highly effective, zero complaints
-Action 3.2: Implementation of the academic standards and performance standards adopted by the State Board - Effective, as implementation levels range from initial to full implementation and sustainable.
-Action 3.5: Parent awareness of and access to free and reduced lunch applications slightly increased from 94% in 2024 to to 96% in 2025
-Action 3.6: Teachers are appropriately assigned and fully credentialed in the subject area, misassignments sligtly decreased from 0.0% to 0.1%, and vacancies slightly increased from 0.07% to 0%
-Action 3.7: Facility inspection tool maintained zero deficiencies and zero extreme deficiencies
-Action 3.8: Least restrictive environment (LRE) general education participation increased from 58.4% in 2024 to 69% in 2025.

The following action item was partially maintained and decreased
-Action 3.4: Percentage of families and students reporting access to the internet for English speaking families maintained at 99%, and students at 97%. Spanish speaking families decreased from 95% to 88% in 2025

Contributing Actions (Foster Youth, Low Income, English Learners):
3.1

Non-contributing Actions:
3.2, 3.4, 3.5, and 3.6

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 Description and Explanation:
At this time, MUSD plans to implement all Goal 3 actions, both contributing and non-contributing in the next LCAP three-year cycle with modifications to address the 2024-25 LCAP template requirements, including the 2023 Dashboard's lowest performance indicators.

Metrics:
All metric items for Goal 3 will remain in the 2026-27 LCAP plan with modifications to address the lowest performance level (Math - EL, LTEL and SWD; ELPI - ELs, Chronic Absenteeism - All, AA, EL, HL, LTEL and SED) on one or more state indicators on the 2025 CA Dashboard by site and district.

Actions:

All action items for Goal 3 will remain in the 2026-27 LCAP plan with modifications to address the lowest performance level (Math - EL, LTEL and SWD; ELPI - ELs, Chronic Absenteeism - All, AA, EL, HL, LTEL and SED) on one or more state indicators on the 2025 CA Dashboard by site and district.

Contributing Actions (Foster Youth, Low Income, English Learners, LTELs):
3.1

Non-contributing Actions:
3.2, 3.3, 3.4, 3.5, and 3.6

Outcomes:
MUSD will include a narrative in the action item and also include additional metrics by site/district student groups, indicating the lowest performance level on one or more state indicators on the 2025 Dashboard.

Due to a numbering error in DTS that led to the omission of Metric 3.3, the current numbering will remain unchanged for the 2024–2027 LCAP cycle.

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	Access to Internet, Devices, and Technology Support Priorities 1B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 7B, 7C,	Continue to implement a District-wide Technology Plan ensuring students and staff have access to appropriate technology resources, devices, internet connectivity, and technology support. This action is principally directed towards English Learners, Foster Youth, and Low-Income students to mitigate learning loss and accelerate learning. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED). It supports the technical assistance needed by providing equitable access to technology resources for English Learners, Foster Youth, and Low-Income students. By aligning this targeted action with the identified technical assistance needs, the LCAP demonstrates a focused approach to addressing digital equity and improving access to 21st-century learning tools for underperforming student groups.	$176,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Safety Plans and Trainings Priorities 1A, 1C, 6A, 6B, and 6C	Develop and implement district and site safety plans which outline the frequency and content of safety drills and trainings. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).	$0.00	No
3.3	Access to Materials Priority 1B, 2A, 4A, 7A, 7B, and 7C	Maintain standards-aligned, LEA-wide MUSD School Board adopted curriculum, to ensure each student has appropriate access to instructional materials. This action addresses the Differentiated Assistance and red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED). It supports the technical assistance needed by ensuring all students can access standards-aligned curriculum and instructional materials. By maintaining up-to-date, high-quality materials, this action addresses areas for improvement, particularly for Students with Disabilities and other underperforming student groups, helping to close achievement gaps and improve outcomes.	$300,000.00	No
3.4	Appropriately Assigned Teachers Priority 1A	Review LEA-wide teacher assignments each trimester/semester to ensure that teachers are appropriately assigned, to the greatest extent possible. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED). It supports the technical assistance needed by ensuring all students are taught by appropriately credentialed teachers. By focusing on proper teacher assignments, this action demonstrates a commitment to providing high-quality instruction for all students, with particular emphasis on supporting Students with Disabilities and other underperforming groups. Thus, it addresses identified areas for improvement.	$0.00	No
3.5	Facilities in Good Repair Priority 1C	Continue LEA-wide annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. This action addresses Differentiated Assistance and the red indicators (Math -	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).		
3.6	LI Access to Free/Reduced Food Program Priorities 5A, 6C, 7B, and 7C	LEA-wide communication to LI parents to increase awareness of and access to free school meals and assistance in completing the free and reduced lunch applications, to ensure Low-Income students are offered free/reduced breakfast and lunch. This action addresses Differentiated Assistance and the red indicators (Math - EL, LTEL, and SWD; ELPI - EL; Chronic Absenteeism - All, AA, EL, HL, LTEL, and SED).	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,879,511	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.522%	1.053%	$663,626.98	8.575%

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:** Academic Intervention Priorities 2B and 4A **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic	Providing additional funding for elementary academic specialists and secondary intervention classes on an LEA basis, with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. Providing additional funding for elementary academic specialists and secondary intervention classes will address the identified needs by providing additional academic supports in a smaller setting during the regular school day. And further utilized for all students, including students with disabilities.	California Dashboard, English Language Arts and Mathematics results for Foster Youth, English Learners, and Low Income Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outcomes for unduplicated student groups, the district will implement an LEA-wide intervention program to benefit All Students and strengthen the effectiveness of this action. **Scope:** LEA-wide		
1.2	**Action:** College Readiness Support Priorities 4B, 4D, 4H, and 7A **Need:** Based on the College and Career Indicator, MUSD high school English Learners, Foster Youth, and Low-Income students are achieving significantly below the "All Student" population, resulting in lower college/career readiness rates. This is an LEA-wide contributing action because the district recognizes these student groups' unique challenges. Implementing targeted actions and services, such as additional support, increased access to resources, and interventions, on an LEA-wide basis should improve college and career readiness rates for these student groups and benefit all students facing similar barriers. The district believes supporting the most vulnerable students will positively impact the entire student population and promote equity.	By implementing these LEA-wide actions, the high schools aim to improve the rate of English Learners, Foster Youth, and Low-Income students to be "prepared" for the college/career indicator. And further utilized for all students, including students with disabilities.	California Dashboard College/Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Summer School Priorities 2B, 4A and 7A **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will implement an LEA-wide summer school program to benefit All Students and strengthen the effectiveness of this action. MUSD high school English Learners, Foster Youth, and Low-Income students face barriers to accessing academic content standards, resulting in lower academic achievement rates than the general student population. **Scope:** LEA-wide	By implementing summer school opportunities for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement. And further utilized for all students, including students with disabilities.	California Dashboard, English Language Arts and Mathematics results for Foster Youth, English Learners, and Low-Income Students.
1.5	**Action:** Student Progress Monitoring Priorities 4A and 2B **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and	By implementing an LEA-wide student monitoring process principally directed toward English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students.	California Dashboard, English Language Arts and Mathematics results for Foster Youth, English Learners, and Low Income Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will implement an LEA-wide student monitoring process and plan intensive intervention programs to benefit All Students and strengthen the effectiveness of this action. **Scope:** LEA-wide		
1.6	**Action:** High Quality Career Technical Education (CTE) Priority 4D **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a lower "prepared" level on the college/career indicator than the general student population. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional counselors LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action **Scope:** Schoolwide	By implementing CTE pathways and College and Career Counselors for English Learners, Foster Youth, and Low-Income Students, MUSD to increase students' access to information and support about CTE and Dual Enrollment and support their participation in these programs.	CA Dashboard, College & Career Indicator results for English Learners, Foster Youth and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Diagnostic and Support Software Priorities 4A, 4E, 4F and 2B **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide standards-aligned diagnostic and support software LEA-wide to identify learning gaps, accelerate learning, and ensure equitable access to benefit All Students and strengthen the effectiveness of this action. **Scope:** LEA-wide	By providing standards-aligned diagnostic and support software LEA-wide to identify learning gaps, accelerate learning, and ensure equitable access for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, (including students with disabilities.)	California Dashboard, English Language Arts and Mathematics results for Foster Youth, English Learners, and Low Income Students.
1.8	**Action:** Supports for English Language Proficiency Priorities 4E, 4F, and 2B **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide Rosetta Stone Foundations LEA-wide as a supplemental tool to benefit All	By providing Rosetta Stone Foundations LEA-wide as a supplemental tool for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	California Dashboard, English Language Arts, Mathematics, and ELPAC results for Foster Youth, English Learners, and Low Income Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students and strengthen the effectiveness of this action. **Scope:** LEA-wide		
1.9	**Action:** Supports for Long-Term English Learners Priorities 4E, 4F, and 2B **Need:** Based on the CAASPP ELA assessment results, English Learner students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide Bilingual Academic Support Liaisons for comprehensive middle schools, to support English Learner students and their families. **Scope:** LEA-wide	By providing Bilingual Academic Support Liaisons for comprehensive middle schools, MUSD aims to increase student academic achievement for all students, including English Learner student.	California Dashboard, English Language Arts, Mathematics, and ELPAC results for English Learner Students.
1.10	**Action:** Program Coordinator for Multilingual Learners Priorities 4E, 4F, and 2B **Need:** Based on the CAASPP ELA assessment results, English Learner students performed significantly below the "All Student" groups. To address these disparities and improve	By providing Bilingual Program Coordinator for Multilingual Learners support district wide, MUSD aims to increase student academic achievement for all students, including English Learner student and dually identified students.	California Dashboard, English Language Arts, Mathematics, and ELPAC results for English Learner Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic outcomes for unduplicated student groups, the district will provide Program Coordinator to support English Learner students and their families. **Scope:** LEA-wide		
1.11	**Action:** Class Size Reduction Priority 4A **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional staff LEA-wide to decrease the student to teacher ratios to benefit All Students and strengthen the effectiveness of this action. **Scope:** LEA-wide	By providing additional staff LEA-wide to decrease the student to teacher ratios for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	California Dashboard, English Language Arts and Mathematics results in Grade 3 for English Learners, Foster Youth and Low Income students
1.13	**Action:** EL, LI, FY Access to a Broad Course of Study Priorities 2B, 7A, 7B, and 7C **Need:**	By expanding opportunities for elective courses for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	California Dashboard, English Language Arts, Mathematics, and ELPAC results for Foster Youth, English Learners, and Low Income Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on the CAASPP assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will expand opportunities for elective courses for All Students and strengthen the effectiveness of this action. **Scope:** LEA-wide		
1.14	**Action:** Professional Development - Implementation of State Standards Priority 2A **Need:** Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide LEA-wide professional development on the implementation of state standards. **Scope:** LEA-wide	Provide professional development on the implementation of state standards for all students with a focus on providing targeted support to English Learners, Foster Youth, and Low Income Students. Programs and services will enable English Learners to access the State Standards and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency.	California Dashboard, English Language Arts results for Foster Youth, English Learners, and Low Income Students.
1.15	**Action:**	By hiring librarians to provide access to literacy resources during summer school opportunities for	California Dashboard, English Language Arts,

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
	Literacy Skill Development for EL, LI, and FY students Priorities 2A and 4A **Need:** Foster Youth, English Learners, and Low-Income students across elementary schools face additional challenges, resulting in the additional need to access literary resources and materials. Based on the CAASPP ELA assessment results, Foster Youth, English Learners, and Low-Income students performed significantly below the "All Student" groups. To address these disparities and improve academic outcomes for unduplicated student groups, the district will hire librarians to provide access to literacy resources LEA-wide, benefiting All Students and strengthening the effectiveness of this action. **Scope:** LEA-wide	English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase academic achievement for all students (including students with disabilities).	Mathematics, and ELPAC results for Foster Youth, English Learners, and Low Income Students.
2.1	**Action:** Counselors to Support EL, LTEL, LI, an FY Priorities 4A, 5A, 5B, 5C, 5D, 5E, 6A and 6C **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate than the general	By providing additional counselors for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	CA Dashboard, suspension and expulsion rates and chronic absenteeism rates for English Learners, Foster Youth and Low Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student population. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional counselors LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action. **Scope:** LEA-wide		
2.2	**Action:** Student Engagament Priorities 4A, 5A, 5B, 6A, 6B, and 6C **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate than the general student population. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional engagement opportunities LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action **Scope:** LEA-wide	By providing additional engagement opportunities for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	CA Dashboard, suspension and expulsion rates, chronic absenteeism rates, and LCAP Student survey results for English Learners, Foster Youth, and Low Income students.
2.3	**Action:** Building Positive Relationships	By providing additional staff, including a School Resource Office, to conduct outreach, and wellness checks, and ensure campus safety, for	CA Dashboard, suspension and expulsion rates, chronic absenteeism

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
	Priorties 5A, 5B, 6A,6B and 6C **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate than the general student population. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional staff, including a School Resource Office, LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action **Scope:** LEA-wide	English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, (including students with disabilities.)	rates, Q information system, and LCAP Student survey results for English Learners, Foster Youth, and Low Income students.
2.4	**Action:** EL, LTEL, LI, and FY Parent and Family Engagement Priorities 3A, 3B, 3C, and 6C **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate than the general student population. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional parent engagement opportunities LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action	By providing additional parent engagement opportunities for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	CA Dashboard, suspension and expulsion rates, chronic absenteeism rates, and LCAP Student survey results for English Learners, Foster Youth, and Low Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** Tierred Re-engagement Stategies Priorities 4A, 5A, and 5B **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate than the general student population. To address these disparities and improve academic outcomes for unduplicated student groups, the district will implement tiered re-engagement strategies LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action. **Scope:** LEA-wide	By implementing tiered re-engagement startegies for English Learners, Foster Youth, and Low-Income Students, MUSD aims to increase student academic achievement for all students, including students with disabilities.	CA Dashboard chronic absenteeism rates for English Learners, Foster Youth and Low Income students.
2.6	**Action:** Foster Youth Support Priorities 4A, 5A, 5B, 7A, and 7B **Need:** Based on the CA Dashboard data, Foster Youth students have a higher suspension and chronic absenteeism rate than the general student population. To address these	By providing an LEA-wide Liaison for Foster Youth MUSD aims to increase student academic achievement for Foster Youth students.	CA Dashboard, suspension and expulsion rates, chronic absenteeism rates, and LCAP Student survey results for Foster Youth students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disparities and improve academic outcomes for unduplicated student groups, the district will provide an LEA-wide Liaison for Foster Youth to benefit Foster Youth students and ensure that they have full and equal opportunity to succeed in school. **Scope:** LEA-wide		
2.7	**Action:** Comprehensive Approach to Health and Wellness Priorities 4A, 5A, 6A, and 7B **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate than the general student population. These student groups face unique challenges, such as language barriers, lack of access to resources, and financial constraints, which limit their ability to take advantage of these opportunities. To address these disparities and improve outcomes for unduplicated students, All Students, and Students with Disabilities, MUSD will provide comprehensive wellness resources. **Scope:** LEA-wide	By implementing targeted wellness support and resources for English Learners, Foster Youth, and Low-Income, MUSD will address the disparity and provide equitable access for all students, including students with disabilities.	CA Dashboard chronic absenteeism rates and LCAP Student Survey results for English Learners, Foster Youth and Low Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** EL, LTEL, LI, and FY Transportation Priorities 4A, 5A, 5B, 5C, 5D, 7B, and 7C **Need:** Based on the CA Dashboard data, English Learners, Foster Youth, and Low-Income students have a higher suspension and chronic absenteeism rate and lower academic achievement than the general student population. These student groups face unique challenges, such as language barriers, lack of access to resources, and financial constraints, which limit their ability to take advantage of these opportunities. **Scope:** LEA-wide	Targeted support and resources are necessary to address this disparity and provide equitable access for all students, including students with disabilities.	CA Dashboard and LCAP Student Survey results for English Learners, Foster Youth, and low-income students.
3.1	**Action:** Access to Internet, Devices, and Technology Support Priorities 1B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 7B, 7C, **Need:** Based on the CA Dashboard Data, English Learners, Foster Youth, and low-income students have higher suspension and chronic absenteeism rates and lower academic achievement than the general student population. These student groups face unique challenges such as lack of access to resources and financial constraints, which limit their ability to take advantage of these	To address this disparity and provide equitable access, MUSD will implement targeted and necessary technology support and resources for English Learners, Foster Youth, and Low-Income students, MUSD aims to increase student academic achievement for all students including Students with Disabilities.	CA Dashboard and LCAP Student Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities. To address these disparities and improve academic outcomes for unduplicated student groups, the district will provide additional counselors LEA-wide to benefit All Students, including students with disabilities, and strengthen the effectiveness of this action. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

N/A

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$64,873,450	$4,879,511	7.522%	1.053%	8.575%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,158,615.25	$771,043.00	$0.00	$0.00	$5,929,658.25	$5,048,064.00	$881,594.25

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	Academic Intervention Priorities 2B and 4A	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$685,810.00	$0.00	$214,767.00	$471,043.00			$685,810.00	
1	1.2	College Readiness Support Priorities 4B, 4D, 4H, and 7A	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$118,410.00	$0.00	$118,410.00				$118,410.00	
1	1.3	Summer School Priorities 2B, 4A and 7A	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$72,988.00	$0.00	$72,988.00				$72,988.00	
1	1.4	Extended School Year for Students with Disabilities Priorities 4A, 7A, and 7C	Students with Disabilities Student with disabilities	No			All Schools		$0.00	$156,470.25	$156,470.25				$156,470.25	
1	1.5	Student Progress Monitoring Priorities 4A and 2B	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$485,485.00	$0.00	$485,485.00				$485,485.00	
1	1.6	High Quality Career Technical Education (CTE) Priority 4D	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Moorpark High School 9-12		$89,503.00	$0.00	$89,503.00				$89,503.00	
1	1.7	Diagnostic and Support Software Priorities 4A, 4E, 4F and 2B	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$201,180.00	$201,180.00				$201,180.00	
1	1.8	Supports for English Language Proficiency Priorities 4E, 4F, and 2B	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,095.00	$7,095.00				$7,095.00	
1	1.9	Supports for Long-Term English Learners Priorities 4E, 4F, and 2B	English Learners	Yes	LEA-wide	English Learners	All Schools		$76,023.00	$0.00	$76,023.00				$76,023.00	

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	1.10	Program Coordinator for Multilingual Learners Priorities 4E, 4F, and 2B	English Learners	Yes	LEA-wide	English Learners			$169,566.00	$0.00	$169,566.00				$169,566.00	
1	1.11	Class Size Reduction Priority 4A	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.12	Supports for English Learner Students with Disabilities Priority 4A, 2B and 7C	Students with Disabilities	No			All Schools		$62,989.00	$0.00	$62,989.00				$62,989.00	
1	1.13	EL, LI, FY Access to a Broad Course of Study Priorities 2B, 7A, 7B, and 7C	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$67,100.00	$0.00	$67,100.00				$67,100.00	
1	1.14	Professional Development - Implementation of State Standards Priority 2A	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$343,711.00	$0.00	$343,711.00				$343,711.00	
1	1.15	Literacy Skill Development for EL, LI, and FY students Priorities 2A and 4A	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$166,739.00	$0.00	$166,739.00				$166,739.00	
1	1.16	Technology Support Priorities 2A, 4A, 7B, and 7C	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Counselors to Support EL, LTEL, LI, an FY Priorities 4A, 5A, 5B, 5C, 5D, 5E, 6A and 6C	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,196,895.00	$0.00	$1,196,895.00				$1,196,895.00	
2	2.2	Student Engagament Priorities 4A, 5A, 5B, 6A, 6B, and 6C	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$33,263.00	$33,263.00				$33,263.00	
2	2.3	Building Positive Relationships Priorties 5A, 5B, 6A,6B and 6C	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$252,138.00	$0.00	$252,138.00				$252,138.00	
2	2.4	EL, LTEL, LI, and FY Parent and Family Engagement Priorities 3A, 3B, 3C, and 6C	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,950.00	$6,950.00				$6,950.00	
2	2.5	Tierred Re-engagement Stategies Priorities 4A, 5A, and 5B	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,974.00	$0.00	$100,974.00				$100,974.00	

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
2	2.6	Foster Youth Support Priorities 4A, 5A, 5B, 7A, and 7B	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$10,630.00	$0.00	$10,630.00				$10,630.00	
2	2.7	Comprehensive Approach to Health and Wellness Priorities 4A, 5A, 6A, and 7B	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$451,095.00	$0.00	$451,095.00				$451,095.00	
2	2.8	EL, LTEL, LI, and FY Transportation Priorities 4A, 5A, 5B, 5C, 5D, 7B, and 7C	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$678,008.00	$0.00	$678,008.00				$678,008.00	
3	3.1	Access to Internet, Devices, and Technology Support Priorities 1B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 7B, 7C,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$176,636.00	$176,636.00				$176,636.00	
3	3.2	Safety Plans and Trainings Priorities 1A, 1C, 6A, 6B, and 6C	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.3	Access to Materials Priority 1B, 2A, 4A, 7A, 7B, and 7C	All	No			All Schools		$0.00	$300,000.00		$300,000.00			$300,000.00	
3	3.4	Appropriately Assigned Teachers Priority 1A	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.5	Facilities in Good Repair Priority 1C	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.6	LI Access to Free/Reduced Food Program Priorities 5A, 6C, 7B, and 7C	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

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
$64,873,450	$4,879,511	7.522%	1.053%	8.575%	$4,939,156.00	0.000%	7.614 %	**Total:**	$4,939,156.00
								LEA-wide Total:	$4,849,653.00
								Limited Total:	$0.00
								Schoolwide Total:	$89,503.00

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**	Academic Intervention Priorities 2B and 4A	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$214,767.00	
1	**1.2**	College Readiness Support Priorities 4B, 4D, 4H, and 7A	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,410.00	
1	**1.3**	Summer School Priorities 2B, 4A and 7A	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,988.00	
1	**1.5**	Student Progress Monitoring Priorities 4A and 2B	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,485.00	
1	**1.6**	High Quality Career Technical Education (CTE) Priority 4D	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Moorpark High School 9-12	$89,503.00	
1	**1.7**	Diagnostic and Support Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,180.00	

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 (%)
		Priorities 4A, 4E, 4F and 2B						
1	1.8	Supports for English Language Proficiency Priorities 4E, 4F, and 2B	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,095.00	
1	1.9	Supports for Long-Term English Learners Priorities 4E, 4F, and 2B	Yes	LEA-wide	English Learners	All Schools	$76,023.00	
1	1.10	Program Coordinator for Multilingual Learners Priorities 4E, 4F, and 2B	Yes	LEA-wide	English Learners		$169,566.00	
1	1.11	Class Size Reduction Priority 4A	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.13	EL, LI, FY Access to a Broad Course of Study Priorities 2B, 7A, 7B, and 7C	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,100.00	
1	1.14	Professional Development - Implementation of State Standards Priority 2A	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,711.00	
1	1.15	Literacy Skill Development for EL, LI, and FY students Priorities 2A and 4A	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,739.00	
2	2.1	Counselors to Support EL, LTEL, LI, an FY Priorities 4A, 5A, 5B, 5C, 5D, 5E, 6A and 6C	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,196,895.00	
2	2.2	Student Engagament Priorities 4A, 5A, 5B, 6A, 6B, and 6C	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,263.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.3**	Building Positive Relationships Priorties 5A, 5B, 6A,6B and 6C	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,138.00	
2	**2.4**	EL, LTEL, LI, and FY Parent and Family Engagement Priorities 3A, 3B, 3C, and 6C	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,950.00	
2	**2.5**	Tierred Re-engagement Stategies Priorities 4A, 5A, and 5B	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,974.00	
2	**2.6**	Foster Youth Support Priorities 4A, 5A, 5B, 7A, and 7B	Yes	LEA-wide	Foster Youth	All Schools	$10,630.00	
2	**2.7**	Comprehensive Approach to Health and Wellness Priorities 4A, 5A, 6A, and 7B	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$451,095.00	
2	**2.8**	EL, LTEL, LI, and FY Transportation Priorities 4A, 5A, 5B, 5C, 5D, 7B, and 7C	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$678,008.00	
3	**3.1**	Access to Internet, Devices, and Technology Support Priorities 1B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 7B, 7C,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,636.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,221,503.96	$4,992,790.69

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**	Academic Intervention Priorities 2B and 4A	Yes	$745,132.57	$217,045
1	**1.2**	College Readiness Support Priorities 4B, 4D, 4H, and 7A	Yes	$130,391.95	$124,911
1	**1.3**	Summer School Priorities 2B, 4A and 7A	Yes	$58,069.08	$72,988
1	**1.4**	Extended School Year for Students with Disabilities Priorities 4A, 7A, and 7C	No	$156,470.25	$23,968
1	**1.5**	Student Progress Monitoring Priorities 4A and 2B	Yes	$527,479.85	$443,842
1	**1.6**	High Quality Career Technical Education (CTE) Priority 4D	Yes	$84,023.90	$82,260
1	**1.7**	Diagnostic and Support Software Priorities 4A, 4E, 4F and 2B	Yes	$146,919.79	$138,936
1	**1.8**	Supports for English Language Proficiency Priorities 4E, 4F, and 2B	Yes	$6,519.00	$7,095
1	**1.9**	Supports for Long-Term English Learners Priorities 4E, 4F, and 2B	Yes	$78,803.85	$164,267

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	1.10	Bilingual Teacher on Special Assignment (TOSA) Priorities 4E, 4F, and 2B	No	$147,339.05	$101,870
1	1.11	Class Size Reduction Priority 4A	Yes	$21,730.00	$20,000
1	1.12	Supports for English Learner Students with Disabilities Priority 4A, 2B and 7C	No	$105,821.83	$61,408
1	1.13	EL, LI, FY Access to a Broad Course of Study Priorities 2B, 7A, 7B, and 7C	Yes	$84,921.36	$31,185
1	1.14	Professional Development - Implementation of State Standards Priority 2A	Yes	$373,442.00	$343,590
1	1.15	Literacy Skill Development for EL, LI, and FY students Priorities 2A and 4A	Yes	$181,161.92	$162,449
1	1.16	Technology Support Priorities 2A, 4A, 7B, and 7C	No	$159,129.16	$159,129.16
2	2.1	Counselors to Support EL, LTEL, LI, an FY Priorities 4A, 5A, 5B, 5C, 5D, 5E, 6A and 6C	Yes	$932,559.25	$804,218
2	2.2	Student Engagament Priorities 4A, 5A, 5B, 6A, 6B, and 6C	Yes	$33,342.51	$32,850
2	2.3	Building Positive Relationships Priorties 5A, 5B, 6A,6B and 6C	Yes	$273,947.94	$259,240
2	2.4	EL, LTEL, LI, and FY Parent and Family Engagement Priorities 3A, 3B, 3C, and 6C	Yes	$7,551.18	$1,704

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Tierred Re-engagement Stategies Priorities 4A, 5A, and 5B	Yes	$109,708.25	$106,162
2	**2.6**	Foster Youth Support Priorities 4A, 5A, 5B, 7A, and 7B	Yes	$55,145.33	$11,225
2	**2.7**	Comprehensive Approach to Health and Wellness Priorities 4A, 5A, 6A, and 7B	Yes	$490,114.72	$461,947
2	**2.8**	EL, LTEL, LI, and FY Transportation Priorities 4A, 5A, 5B, 5C, 5D, 7B, and 7C	Yes	$519,355.69	$368,078
3	**3.1**	Access to Internet, Devices, and Technology Support Priorities 1B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 7B, 7C,	Yes	$492,423.53	$492,423.53
3	**3.2**	Safety Plans and Trainings Priorities 1A, 1C, 6A, 6B, and 6C	No	$0.00	$0.00
3	**3.3**	Access to Materials Priority 1B, 2A, 4A, 7A, 7B, and 7C	No	$300,000.00	$300,000
3	**3.4**	Appropriately Assigned Teachers Priority 1A	No	$0.00	$0.00
3	**3.5**	Facilities in Good Repair Priority 1C	No	$0.00	$0.00
3	**3.6**	LI Access to Free/Reduced Food Program Priorities 5A, 6C, 7B, and 7C	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,666,596	$4,789,198.94	$4,346,415.53	$442,783.41	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Academic Intervention Priorities 2B and 4A	Yes	$233,344.35	$217,045		
1	**1.2**	College Readiness Support Priorities 4B, 4D, 4H, and 7A	Yes	$130,391.95	$124,911		
1	**1.3**	Summer School Priorities 2B, 4A and 7A	Yes	$6,312.57	$72,988		
1	**1.5**	Student Progress Monitoring Priorities 4A and 2B	Yes	$527,479.85	$443,842		
1	**1.6**	High Quality Career Technical Education (CTE) Priority 4D	Yes	$84,023.90	$82,260		
1	**1.7**	Diagnostic and Support Software Priorities 4A, 4E, 4F and 2B	Yes	$146,919.79	$138,936		
1	**1.8**	Supports for English Language Proficiency Priorities 4E, 4F, and 2B	Yes	$6,519.00	$7,095		
1	**1.9**	Supports for Long-Term English Learners Priorities 4E, 4F, and 2B	Yes	$78,803.85	$164,267		

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	1.11	Class Size Reduction Priority 4A	Yes	$21,730.00	$20,000		
1	1.13	EL, LI, FY Access to a Broad Course of Study Priorities 2B, 7A, 7B, and 7C	Yes	$84,921.36	$31,185		
1	1.14	Professional Development - Implementation of State Standards Priority 2A	Yes	$373,442.00	$343,590		
1	1.15	Literacy Skill Development for EL, LI, and FY students Priorities 2A and 4A	Yes	$181,161.92	$162,449		
2	2.1	Counselors to Support EL, LTEL, LI, an FY Priorities 4A, 5A, 5B, 5C, 5D, 5E, 6A and 6C	Yes	$932,559.25	$804,218		
2	2.2	Student Engagament Priorities 4A, 5A, 5B, 6A, 6B, and 6C	Yes	$33,342.51	$32,850		
2	2.3	Building Positive Relationships Priorties 5A, 5B, 6A,6B and 6C	Yes	$273,947.94	$259,240		
2	2.4	EL, LTEL, LI, and FY Parent and Family Engagement Priorities 3A, 3B, 3C, and 6C	Yes	$7,551.18	$1,704		
2	2.5	Tierred Re-engagement Stategies Priorities 4A, 5A, and 5B	Yes	$109,708.25	$106,162		
2	2.6	Foster Youth Support Priorities 4A, 5A, 5B, 7A, and 7B	Yes	$55,145.33	$11,225		

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)
2	**2.7**	Comprehensive Approach to Health and Wellness Priorities 4A, 5A, 6A, and 7B	Yes	$490,114.72	$461,947		
2	**2.8**	EL, LTEL, LI, and FY Transportation Priorities 4A, 5A, 5B, 5C, 5D, 7B, and 7C	Yes	$519,355.69	$368,078		
3	**3.1**	Access to Internet, Devices, and Technology Support Priorities 1B, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 7B, 7C,	Yes	$492,423.53	$492,423.53		

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)
$63,017,708	$4,666,596	0.545%	7.950%	$4,346,415.53	0.000%	6.897%	$663,626.98	1.053%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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