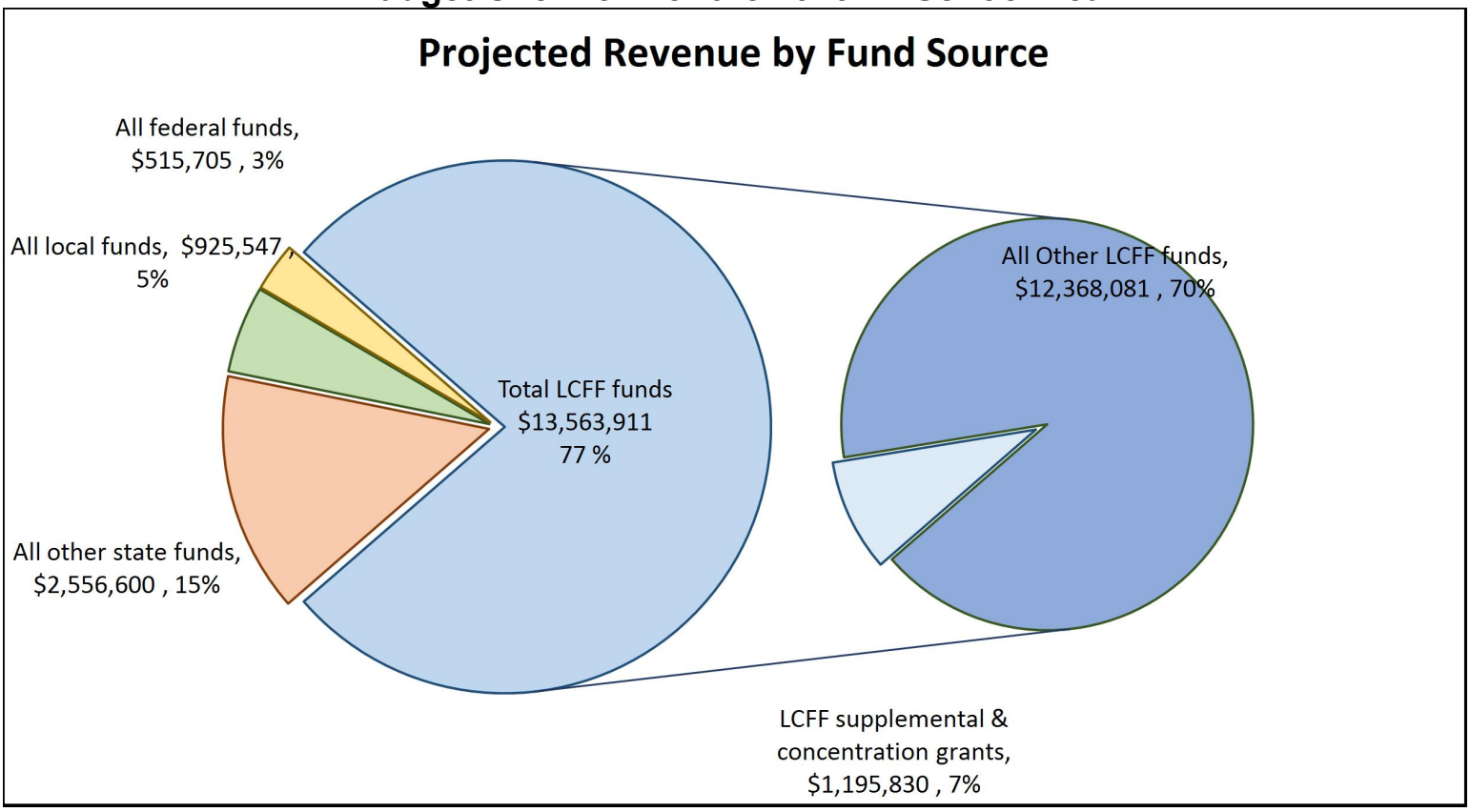
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McCabe Union Elementary School District
CDS Code: 13631806008593
School Year: 2026-27
LEA contact information:
Mary Kay Monson
Superintendent
mary.monson@muesd.net
760-335-5200

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

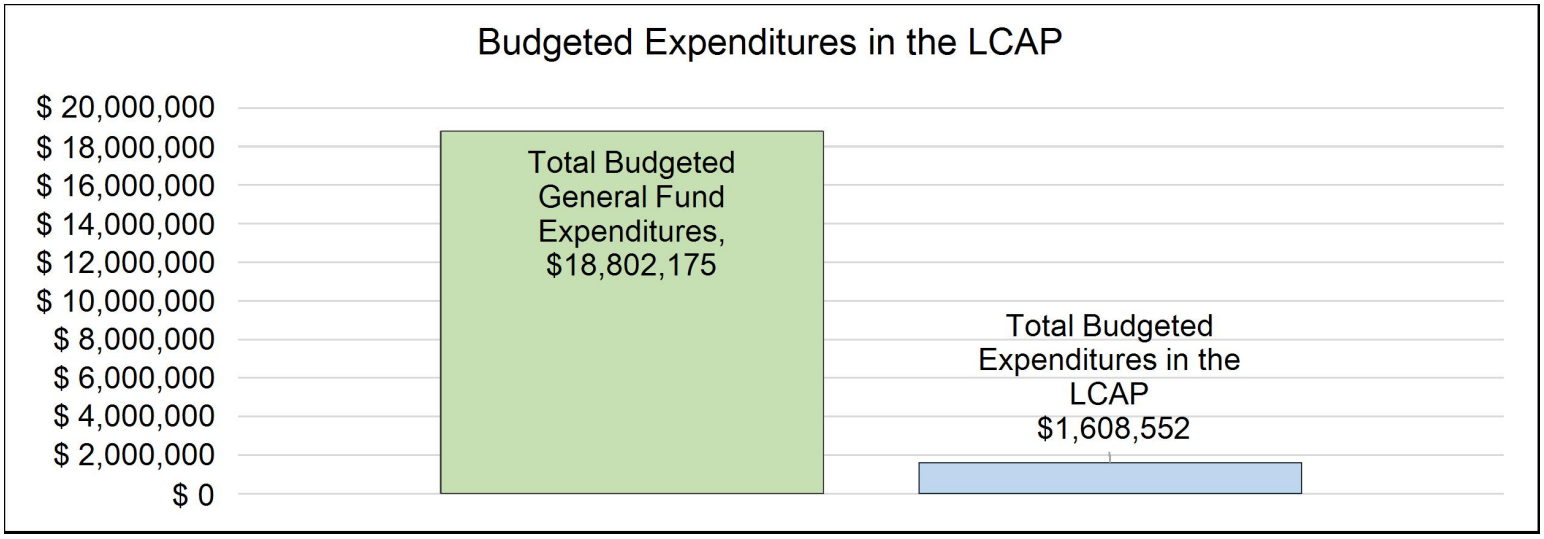


This chart shows the total general purpose revenue McCabe Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McCabe Union Elementary School District is $17,561,763.11, of which $13,563,911.00 is Local Control Funding Formula (LCFF), $2,556,600.00 is other state funds, $925,547.11 is local funds, and $515,705.00 is federal funds. Of the $13,563,911.00 in LCFF Funds, $1,195,830.00 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 McCabe Union Elementary 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: McCabe Union Elementary School District plans to spend $18,802,175.00 for the 2026-27 school year. Of that amount, $1,608,552.00 is tied to actions/services in the LCAP and $17,193,623.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the Local Control and Accountability Plan (LCAP) primarily consist of operational and administrative costs necessary to maintain the District's day-to-day operations. These expenditures include business and fiscal services, human resources, board governance, legal and audit services, insurance, facilities maintenance, custodial and grounds services, utilities, transportation operations, technology infrastructure, and other operational support functions.

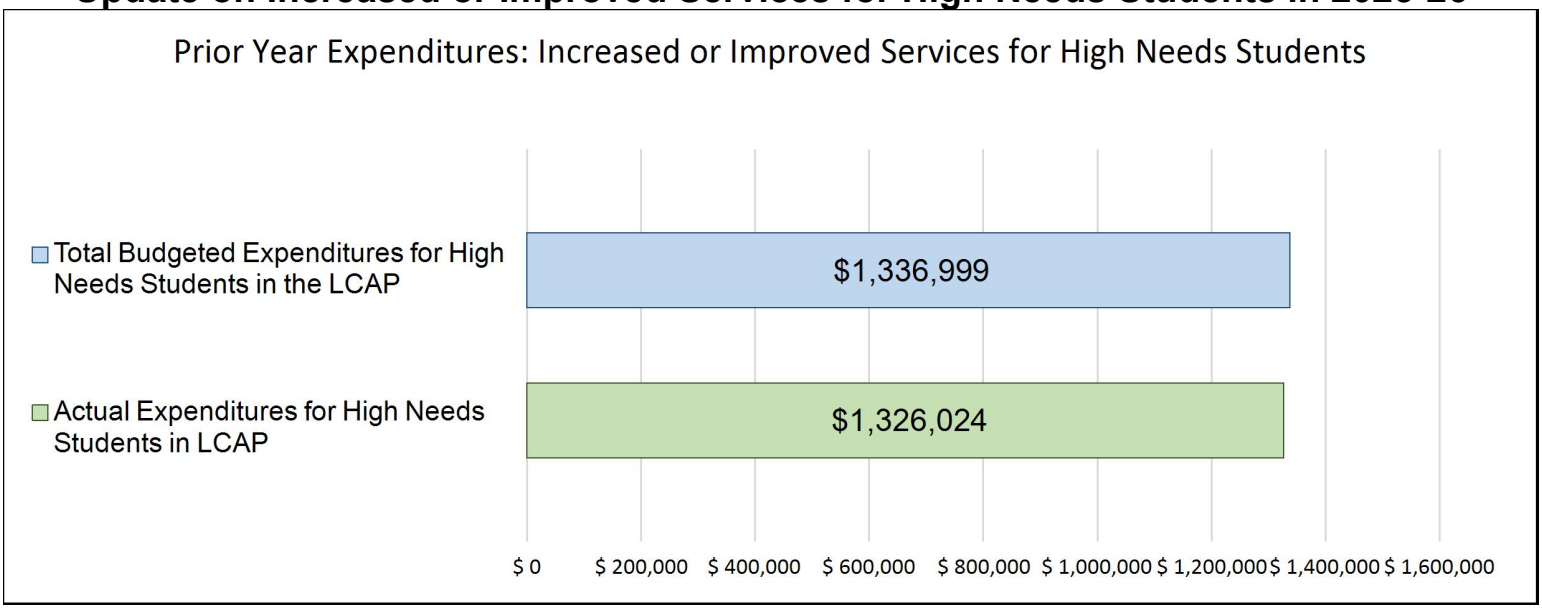
Additionally, certain special education costs, routine maintenance expenditures, and other districtwide operational expenses are funded through the General Fund but are not specifically identified as LCAP actions or services. While these expenditures support the overall educational program and ensure safe, effective school operations, they are not directly associated with specific LCAP goals, actions, or services.

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

In 2026-27, McCabe Union Elementary School District is projecting it will receive $1,195,830.00 based on the enrollment of Foster Youth, English learner, and low-income students. McCabe Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. McCabe Union Elementary School District plans to spend $1,326,552.00 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 McCabe Union Elementary 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 McCabe Union Elementary 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, McCabe Union Elementary School District's LCAP budgeted $1,336,999.00 for planned actions to increase or improve services for high needs students. McCabe Union Elementary School District actually spent $1,326,023.60 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
McCabe Union Elementary School District	Mary Kay Monson Superintendent	mary.monson@muesd.net 760-335-5200

Plan Summary [2026-27]

General Information

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

The McCabe Union Elementary School District (MUESD) is a single school rural district located on the outskirts of El Centro in Imperial County, approximately 15 miles from the Mexican border. It is noteworthy that while MUESD is recognized by the state as a single school district, the community perception is that of two adjacent campuses. The original campus, McCabe, serves TK through 3rd grade students. In 2012 a new construction project expanded facilities that are recognized internally as the Corfman campus on which the 4th through 8th grade students are housed.

During the 2025-2026 school year, the district provided a comprehensive education to 1,050 students in grades Transitional Kindergarten through 8th Grade. The student population was 13% English Learners (EL), 41% Socioeconomically Disadvantaged, 0% Foster Youth (FY), and 11.6% Students with Disabilities. The LCFF Unduplicated count was 48%.

The MUESD leads with a vision, mission, and core values to provide coherence and alignment throughout the district.

VISION
Our vision is to prepare students with academic and social skills, habits of mind, and character traits necessary to be responsible, productive citizens.

MISSION

Our mission is to be the model of educational excellence, innovation, and leadership. We are committed to working collectively with students, families, and the community. We are dedicated to providing a safe and conducive environment for learning.

CORE VALUES

INTEGRITY – We display ethical practice, respect, honesty, transparency, and accountability to our students, families, and our community.
ACHIEVEMENT – We maximize the academic, social, and emotional success of every student to ensure college and career readiness.

ACCOUNTABILITY– We value transparency and the ongoing review of data to create a culture of continuous improvement in a fiscally sustainable manner.

ENVIRONMENT – We maintain a safe, orderly, and attractive environment.

COMMUNITY– We balance traditions and innovation vital to student success through partnerships with families and all other educational partners.

In compliance with state legislation, which allows single school districts to use the Local Control and Accountability Plan (LCAP) as their School Plan for Student Achievement, the McCabe Union Elementary School District LCAP incorporates the necessary federal school planning components and relevant educational partners requirements to fulfill this objective.

Reflections: Annual Performance

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

The analysis of the 2025 California School Dashboard data for McCabe Union Elementary School District (MUESD) highlights continued progress in overall student outcomes, while also identifying ongoing performance gaps among specific student groups. The data reflects improvement in several key areas, particularly in academic achievement and attendance, while also emphasizing the need for continued targeted support for Long-Term English Learners (LTELs) and other unduplicated student groups.

ACADEMIC ACHIEVEMENT
In English Language Arts (ELA), the percentage of all students meeting or exceeding the state standard increased from 54.63% in 2024 to 60.80% in 2025, representing a 6.17 percentage point increase. This growth indicates improvement in reading and writing outcomes across the district.

Similarly, in Math, performance increased from 47.54% in 2024 to 49.62% in 2025, reflecting a 2.08 percentage point increase. While growth is evident, Math performance continues to lag behind ELA, indicating a need for continued instructional focus.

Socioeconomically Disadvantaged students demonstrated modest growth, increasing to 51.02% in ELA and 40.99% in Math, but continue to perform below the All Student group.

English Learners (ELs) showed improvement, increasing from 21.06% to 25.61% in ELA and from 21.25% to 22.35% in Math, indicating progress but continued gaps in academic achievement.

Students with Disabilities demonstrated notable growth, particularly in ELA, increasing from 18.75% to 27.27%, and in Math from 20.31% to 25.76%, though performance remains below district averages.

Long-Term English Learners (LTELs) continue to perform at the lowest levels, with limited percentages of students meeting or exceeding standards in both ELA and Math, highlighting the need for sustained and targeted support.

ENGLISH LEARNER PROGRESS
The English Learner Progress Indicator (ELPI) for MUESD showed significant improvement, increasing from 28.4% in 2024 to 79.2% in 2025. Additionally, the percentage of English Learners meeting English Language Proficiency on the Summative ELPAC increased from 13.46% to 39.16%.

These gains indicate strong progress in language acquisition; however, Long-Term English Learners continue to require focused support to ensure continued progress and reclassification.

CHRONIC ABSENTEEISM
MUESD's overall Chronic Absenteeism rate improved from 11.4% in 2024 to 7.9% in 2025, reflecting a 3.5 percentage point decrease. All student groups demonstrated improvement with the exception of Long-Term English Learners.

English Learners decreased from 20.5% to 11.8%, and Socioeconomically Disadvantaged students decreased from 15.6% to 10.7%, indicating strong improvement in attendance.

Students with Disabilities showed a smaller decrease from 18.1% to 16.9%, while Long-Term English Learners increased significantly from 19% to 30%, indicating a need for targeted attendance supports for this group.

These results demonstrate that district attendance systems and supports are effective overall, while also highlighting areas requiring continued focus.

SCHOOL CLIMATE – SUSPENSION RATE
The district's suspension rate increased from 1.6% in 2024 to 1.8% in 2025, indicating a slight upward trend.

Increases were observed across multiple student groups, including English Learners and Long-Term English Learners. Long-Term English Learners showed the most significant increase, rising from 9.5% to 15%.

These trends indicate a need to strengthen behavioral supports, increase consistency in implementation of discipline practices, and continue to build positive school climate systems.

SUMMARY OF KEY FINDINGS FROM THE 2025 DASHBOARD
MUESD has demonstrated growth in academic achievement, English Learner progress, and attendance, while continuing to identify performance gaps among key student groups.

Student Groups with Lowest Performance Levels:
Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities continue to perform below the All Student group in academic achievement.

Long-Term English Learners (LTELs) continue to demonstrate the lowest performance levels across multiple indicators, including ELA, Math, and chronic absenteeism, and showed increased suspension rates.

NEXT STEPS
To address the identified needs, MUESD will continue to focus on the following actions:

-Implement targeted academic interventions for English Learners, Long-Term English Learners, and Students with Disabilities
-Strengthen professional development in differentiated instruction and academic language development
-Continue improving English Learner progress through designated and integrated English Language Development (ELD)
-Maintain and strengthen attendance systems to reduce chronic absenteeism, particularly for LTELs
-Strengthen behavioral supports and consistency in discipline practices

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
The district will continue to utilize Learning Recovery Emergency Block Grant (LREBG) funds to support the implementation of Action 1.12: Expand MTSS Capacity Through Dedicated Intervention Staff. This action was selected based on the district's needs assessment, which included analysis of California School Dashboard indicators, CAASPP results, English Learner Progress Indicator (ELPI) data, ELPAC results, chronic absenteeism data, local benchmark assessments, and educational partner input. The needs assessment identified Long-Term English Learners (LTELs), English Learners (ELs), Students with Disabilities (SWDs), and other unduplicated student groups as requiring additional academic and attendance supports to accelerate learning and address persistent achievement gaps.

This action aligns with the allowable uses of LREBG funds by providing targeted academic intervention and learning recovery services designed to address the impacts of lost instructional time and unfinished learning. Dedicated intervention staff provide Tier II and Tier III supports through the district's Multi-Tiered System of Supports (MTSS) framework, including small-group instruction, progress monitoring, targeted interventions, and collaboration with classroom teachers to address identified student needs.

Research supports the effectiveness of MTSS and targeted intervention programs in improving academic outcomes for struggling learners. Targeted small-group instruction, frequent progress monitoring, and data-driven interventions as evidence-based practices that improve student achievement and help close learning gaps. Additionally, research indicates that structured MTSS frameworks are effective in increasing academic performance, improving attendance, and providing early intervention for students who require additional support.

Through the continued implementation of Action 1.12, MUESD will strengthen its capacity to provide timely, targeted interventions and accelerate learning recovery for students identified through the district's needs assessment, with particular attention to Long-Term English Learners, English Learners, Students with Disabilities, and other unduplicated student groups demonstrating the greatest need.

2024 Reflection

The analysis of the 2024 California School Dashboard data for McCabe Union Elementary School District (MUESD) highlights critical performance trends across various student groups and indicators. The data reveals areas of concern, especially for specific student groups, and emphasizes the need for targeted actions in both academic achievement and student engagement.

ACADEMIC ACHIEVEMENT
In English Language Arts (ELA), the percentage of all students meeting or exceeding the state standard declined slightly. In 2024, 54.63% of students reached proficiency, compared to 57.07% in 2023. This 2.44 percentage point decrease indicates a need for renewed instructional focus, particularly in reading and writing. Similarly, in Math, performance improved modestly, with 47.54% of students meeting or exceeding the standard, a slight increase of 0.27 percentage points from the prior year.

Socioeconomically Disadvantaged students performed at the low performance level in both ELA and Math, signaling a pressing need for targeted support.

English Learners (ELs) showed some performance gaps, with only 21.06% of ELs meeting or exceeding standards in ELA and 21.25% in Math, placing both areas in the medium
performance level.

Students with Disabilities performed at a low performance level in both subjects, necessitating stronger intervention strategies.

Long-Term English Learners (LTELs) performed at the very low performance level, with their scores in ELA and Math among the lowest of any student group, highlighting the urgency for sustained support in both English Language Development (ELD) and integrated content instruction.

ENGLISH LEARNER PROGRESS
The English Learner Progress Indicator (ELPI) for MUESD showed a decline in 2023-24, with only 28.4% of ELs making progress. This indicates that both ELs and LTELs are at a very low performance level in terms of language development, which remains a significant concern. These results underline the need for focused interventions to address the unique language acquisition challenges faced by these groups.

CHRONIC ABSENTEEISM
MUESD’s overall Chronic Absenteeism rate was 11.4%, showing a 5.4% decrease from the previous year. All groups saw a decline with the exception of LTELs. English Learners had a chronic absenteeism rate of 20.5% (3.7% decline), Socioeconomically Disadvantaged students had a rate of 15.6% (7.5% decline), Students with Disabilities had a rate of 18.1%. (2.1% decline), Long-Term English Learners (LTELs)

showed an increase in absenteeism, with their rate rising by 1.2%. These figures indicate that targeted efforts are still required to address the barriers these groups face in attending school regularly.

Despite these challenges, MUESD has made significant progress in reducing chronic absenteeism across most groups. The district is no longer identified for Additional Targeted Support and Improvement based on the absenteeism of the Two or More Races student subgroup. This marks a positive shift from the impact of the COVID-19 pandemic, and the district continues to improve its systematic approach to monitor attendance, academic progress, and social-emotional needs of chronically absent students.

Summary of Key Findings from the 2024 Dashboard:
MUESD has identified performance gaps, particularly in ELA and Math, for Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

Student Groups with Lowest Performance Levels:
Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities have demonstrated low performance in both academic achievement and chronic absenteeism.

Long-Term English Learners (LTELs) have performed at the very low performance level, especially in ELA and Math. English Learners showed very low progress in language acquisition, as evidenced by the ELPI results.

Next Steps:
To address the identified needs, MUESD has outlined the following actions:

Implement targeted academic interventions for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities.

Enhance professional development for teachers on differentiated instruction and effective strategies for supporting Long-Term English Learners and students with disabilities.

Focus on improving English Learner Progress by providing additional resources for Designated English Language Development and more integrated instruction that supports both language acquisition and content learning.

Continue to monitor and reduce Chronic Absenteeism by reinforcing the importance of consistent attendance and addressing barriers for at-risk student groups.

The district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to support the implementation of Action 1.12 Expand MTSS Capacity Through Dedicated Intervention Staff. The need for an additional action focused on strengthening Multi-Tiered System of Supports (MTSS) is critical in addressing the academic and social-emotional needs of Long-Term English Learners (LTELs) as well as all students within the unduplicated student group.

This comprehensive approach will guide MUESD’s efforts to improve student performance, close achievement gaps, and better support all students in the upcoming LCAP cycle.

2023 Reflection

The following reflection is based on the 2023 Dashboard results along with other state data and local measures. While the 2023 California Dashboard reports do not indicate any overall performance indicators in the Very Low-Performance category in the academic areas, the following areas need significant improvement based on the in-depth review of the data.

CHRONIC ABSENTEEISM
Chronic Absenteeism was last year's highest area of need for improvement. The overall Chronic Absenteeism rate for the district had 10.4% decline from 27.2% in 2022 to 16.8% this year. All groups had significant decline in their chronically absenteeism rate. The groups with highest rates are English Learners with 24.2%, Socioeconomically Disadvantaged with 23.1%, Students with Disabilities with 20.3%, and Two or More Races with 23.5%. The school district is no longer being identified as meeting the criteria for Additional Targeted Support and Improvement for its rating of the student subgroup for Two or More Races. This is a positive sign of the school district beginning to reverse the trend of Chronic Absenteeism that began with the impact of the COVID-19 pandemic. This year the district has implemented a systematic approach to monitor the attendance, academic progress, and social-emotional learning needs of chronically absent students and it looks forwards to continue improving in this area.

ACADEMIC ACHIEVEMENT SWD
Although performance levels for ELA and Math are better than the state averages for Students with Disabilities and it improved in ELA by 7.2 points and in Math by 5.8 points, the district will target this subgroup based on its Low Performance Level on the 2023 California Dashboard. This subgroup performed 54.4 below standard in ELA and 82.8 below standard in Math.

ACADEMIC ACHIEVEMENT- ELA STUDENT GROUPS
Although the performance level for ALL STUDENTS is High, the STUDENT GROUPS of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities scored below standard.

Reflections: Technical Assistance

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

MUESD is currently receiving Differentiated Assistance (DA), as required by the California Education Code (EC) Sections 47607.3, 52071, 52071.5, 52072, and 52072.5. This assistance is focused on addressing identified needs in Priority 5 (Pupil Engagement) and Priority 6 (School Climate), specifically related to Long-Term English Learners (LTELs).

MUESD's eligibility for Differentiated Assistance is based on the following priorities, as identified through the California School Dashboard:

Priority 5 (Pupil Engagement): Long-Term English Learners (LTELs) have demonstrated very low performance related to chronic absenteeism, indicating a need for continued support to improve attendance, engagement, and connection to school.

Priority 6 (School Climate): LTELs have demonstrated very low performance on the Suspension Rate indicator, indicating a need to strengthen school climate, behavior supports, and alternatives to exclusionary discipline.

MUESD continues to work in partnership with the Imperial County Office of Education (ICOE) as part of the Differentiated Assistance process. During the prior year of support, the district addressed identified needs in Priority 4 (Pupil Achievement) and Priority 6 (School Climate) related to Long-Term English Learners. Analysis of the 2024 California School Dashboard resulted in a shift in identified needs to Priority 5 (Pupil Engagement) and Priority 6 (School Climate), reflecting ongoing challenges related to chronic absenteeism and suspension rates among LTELs.

As part of Year 2 support, the district is building upon the systems, data analysis processes, and continuous improvement efforts established through Differentiated Assistance while refining strategies to address the newly identified areas of need. During the 2025–2026 school year, the district is engaged in a structured cycle of support that includes planning, implementation, monitoring, and reflection.

Key activities currently underway include:

Data-Driven Monitoring:
The district is implementing structured Data Days to analyze attendance, discipline, academic, and LTEL-specific data in order to identify patterns, monitor progress, and determine targeted supports.

Strengthening Engagement and Attendance Systems:
District and site teams are reviewing attendance data and refining systems for early identification, family outreach, and progress monitoring for students at risk of chronic absenteeism, with specific attention to LTELs.

Improving School Climate and Behavior Supports:
The district is reviewing discipline data and strengthening supports intended to reduce suspension rates, promote positive behavior, and improve student connectedness.

Classroom Observation and Instructional Support:
Administrators are conducting intentional classroom walkthroughs with an English Learner focus to support language-rich instruction, student participation, and engagement.

Alignment with the LCAP:
Differentiated Assistance activities continue to be aligned with the district's LCAP goals, actions, and metrics to ensure a cohesive approach to improving outcomes for Long-Term English Learners and other student groups requiring additional support.

The work underway as part of Year 2 of Differentiated Assistance continues to support MUESD's efforts to improve outcomes for Long-Term English Learners. Through focused attention on attendance, engagement, school climate, behavior supports, instructional practices, and data-driven monitoring, the district is strengthening systems to address the identified needs under Priority 5 and Priority 6 while building capacity for continuous improvement.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Teachers Classified Staff Principals Other Administrators Other School Personnel Students Parents SSC ELAC SELPA Local Bargaining Units -MTA -CSEA	The ongoing, annual process of educational partner engagement is an essential component of MUESD's LCAP development process because it helps build trusting relationships, provides opportunities for meaningful input, and supports informed decision-making. Educational partner engagement activities inform the development and refinement of LCAP goals, actions, expenditures, and metrics, ensuring that district priorities reflect the needs of students, families, staff, and the broader school community. During the LCAP development process, MUESD engaged educational partners primarily through stakeholder surveys, School Site Council input, staff meetings, and opportunities for public comment during public hearings and school board presentations. Stakeholder surveys were distributed to certificated staff, classified staff, administrators, management, the McCabe Teachers Association (MTA), the California School Employees Association (CSEA), students, and parents to gather feedback regarding district strengths, areas of need, implementation of current actions and services, and priorities for continued improvement. School Site Council reviewed district information and provided input related to LCAP priorities, actions, services, and student outcomes. Staff meetings provided opportunities to share information regarding the LCAP process and discuss district priorities and student needs.

Educational Partner(s)	Process for Engagement
	Input and data collected from educational partners were compiled and reviewed alongside state and local data sources to identify strengths, areas for improvement, and the effectiveness of current actions and services. This collaborative process helped ensure that the district's LCAP reflects educational partner priorities and remains focused on improving outcomes for all students. The district consulted with the following educational partners as part of the LCAP development process: FOSTER YOUTH CONSULTATION – April 28, 2026 Meeting with Ms. Kristina Silva, Foster Youth Services Coordinating Program (FYSCP) Manager for the Imperial County Office of Education, to discuss foster youth educational outcomes, attendance, school climate, and best practices for supporting foster youth. The consultation included representatives from local educational agencies, child welfare agencies, community organizations, and foster youth support programs throughout Imperial County. Participants reviewed state and local foster youth data, Local Control Funding Formula (LCFF) requirements, and recommended LCAP goals and actions to improve outcomes for foster youth. Discussion focused on strategies to address chronic absenteeism, strengthen school connectedness and belonging, improve communication and coordination among schools and partner agencies, and increase access to academic, social-emotional, and counseling supports. Key areas of focus included: 1) School Stability, 2) Immediate Enrollment, 3) School Placement in the Least Restrictive Environment, 4) Academic Supports and Counseling, 5) High School Needs, 6) Information Sharing and Data Infrastructure, 7) Coordination of Social-Emotional Supports, and 8) Early Intervention and Prevention for Children Ages 0-4. Educational partners also discussed proactive attendance interventions, mentorship opportunities, trauma-informed practices, foster youth engagement strategies, and systems for improving cross-agency collaboration and support for foster youth.

Educational Partner(s)	Process for Engagement
	SELPA CONSULTATION – March 3, 2026 Meeting with Christina Zavala, SELPA's Senior Director, to engage in a discussion around the current needs of Students with Disabilities within our County and how that impacts the LCAP Development. Participants explored connections between LCAP Priorities and services for students with exceptional needs; shared connections between the State Performance Plan Indicators, LCAP Priorities, the Special Education State Performance Indicators & the EL Roadmap as we consider the diverse needs of English Learners with disabilities; reviewed LEA and SELPA Collaboration and Learning Activities; and discussed LCAP considerations for increasing meaningful engagement of Educational Partnerships with parents and guardians and those who serve students with disabilities. LCAP ADVISORY PARTNERS Teachers, MTA: February 25, 2026 Classified, CSEA: March 2, 2026 Administrators (Superintendent, Directors, and Principals): February 25, 2026 Students: March 30, 2026 Parents: March 18, 2026 The LCAP advisory partners included parents, students, certificated staff, classified staff, local bargaining unit representatives, administrators, and district leadership. Educational partner engagement occurred through stakeholder surveys, meetings, and opportunities for feedback regarding district priorities, student needs, and the effectiveness of current actions and services. The purpose of engaging advisory partners was to support the LCAP development process by reviewing available state and local data, identifying strengths and areas for growth, and gathering recommendations to address identified needs. Feedback from educational partners was considered in the development and refinement of LCAP goals, actions, services, expenditures, and metrics to support improved outcomes for all students.

Educational Partner(s)	Process for Engagement
	DISTRICT SSC ADVISORY COMMITTEE (Oct. 16, 2025, Jan. 15, 2026, March 12, 2026, and May 21, 2026): Members of this committee include parent representatives, site administrators, teacher representatives, and district staff. All parents districtwide are invited and encouraged to participate in School Site Council meetings. Throughout the LCAP development process, district staff provided updates regarding state and local data, student performance, school climate, attendance, and progress toward LCAP goals and actions. Committee members were provided opportunities to ask questions, discuss areas of strength and need, and offer recommendations for continuous improvement. Educational partner survey results, student performance data, and proposed LCAP goals, actions, metrics, and expenditures were reviewed and discussed. Trends identified through educational partner input and the influence of that feedback on the development of the 2026–27 LCAP were shared for review and comment during the May 21, 2026 meeting. The committee's feedback was considered in the refinement of district priorities, services, and actions designed to improve outcomes for all students. DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (Oct. 16, 2025, Jan. 15, 2026, March 12, 2026, and May 21, 2026): MUESD's District English Learner Advisory Committee (DELAC) responsibilities are carried out through the District School Site Council (SSC). At the first SSC meeting of each school year, members elect a parent representative to serve as the DELAC representative. Through this structure, the SSC fulfills the required advisory responsibilities related to programs and services for English Learners, the district's needs assessment for English Learners, annual language census data, reclassification criteria, and the Local Control and Accountability Plan (LCAP). Throughout the LCAP development process, district staff shared English Learner achievement data, English Learner Progress Indicator (ELPI) results, reclassification data, educational partner

Educational Partner(s)	Process for Engagement
	survey results, and updates regarding LCAP goals, actions, metrics, and expenditures. Members were provided opportunities to review data, ask questions, discuss strengths and areas of need, and provide recommendations to support improved outcomes for English Learners. Trends identified through educational partner input and the influence of that feedback on the development of the 2026–27 LCAP were shared for review and comment during the May 21, 2026 meeting. Feedback received through the SSC/DELAC process was considered in the refinement of district priorities, services, and actions designed to improve outcomes for English Learners and all students. LCAP EDUCATIONAL PARTNER SURVEYS (Feb. and March 2026): LCAP surveys were distributed to all educational partners, including students, MTA bargaining members. CSEA Members, other school personnel including principals, and families/community members. EDUCATIONAL PARTNER REVIEW AND COMMENT (June 12, 2026): The LCAP draft will be posted on the district website to provide an opportunity to submit questions and comments. This is communicated to parents through Parent Square district communication. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students. PUBLIC HEARING (June 15, 2026): An LCAP Public Hearing is held to solicit recommendations from the public including educational partner opportunities to submit written comments regarding proposed actions and expenditures. BOARD OF EDUCATION (June 22, 2026): The Board of Education is provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. The staff shares accomplishments, educational partner input results, LCAP committee recommendations, and proposed goals and actions/services. A public

Educational Partner(s)	Process for Engagement
	hearing (June 15th) provides educational partners the opportunity to review the final draft of the LCAP. The LCAP will be presented to the Board of Education on June 22nd and will be submitted to the Imperial County Office of Education after it's adopted.

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

LCAP goals, actions, and services were shaped by key themes that emerged from educational partner engagement activities and the specific feedback collected through surveys and ongoing collaboration with students, parents, certificated staff, and classified staff. MUESD remains committed to allocating the appropriate funding and staff to support district goals in these identified areas of need.

Educational partner feedback emphasized several priorities to improve student learning, including increased access to academic support, enrichment opportunities, and continued focus on improving outcomes for English Learners and Long-Term English Learners. Survey results across stakeholder groups highlighted the importance of maintaining strong intervention programs, providing meaningful student engagement opportunities, and ensuring students have access to the academic support needed to be successful. A total of 535 student responses, 227 parent responses, 55 certificated staff responses, and 43 classified staff responses were collected, ensuring a broad representation of stakeholder input.

Feedback from students and parents also identified the need to strengthen school climate and safety, particularly related to bullying, peer interactions, and consistent enforcement of school expectations. Students expressed a desire for increased activities and opportunities for engagement, while parents emphasized the importance of improving attendance and supporting consistent school participation.

Staff feedback further emphasized the need for continued professional development focused on effective instructional strategies, particularly for English Learners, as well as strengthening systems that support student success. Both certificated and classified staff highlighted the importance of clear communication, consistent expectations, and a positive school climate.

GOAL 1 – Academic Achievement:
The district will continue its focus on ensuring that all students meet academic standards through the implementation of targeted supports and data-driven instructional practices. Based on educational partner feedback, MUESD will continue to strengthen its Multi-Tiered System of Supports (MTSS), including intervention programs and dedicated staff to provide additional academic support for students, particularly English Learners and Long-Term English Learners.

Professional development for teachers and instructional support staff will remain a priority, with a continued emphasis on effective instructional strategies, English Learner supports, and the use of academic language and scaffolding techniques. This includes training in frontloading strategies, use of language frames, and alignment of instruction to ELPAC and CAASPP expectations. In partnership with the Imperial County Office of Education (ICOE), the district is also working to strengthen academic discourse through structured student conversations and instructional routines designed to increase student engagement, language development, and depth of understanding.

The district will continue to provide enrichment opportunities and extended learning supports, such as after-school activities, student recognition programs, and targeted academic interventions to support student achievement.

GOAL 2 – School Climate:
MUESD will continue to strengthen school climate by enhancing systems that support student engagement, attendance, and positive behavior. Based on stakeholder feedback, the district will maintain a focus on improving attendance systems, including monitoring, incentives, and targeted interventions to address chronic absenteeism.

The district will continue to implement practices that promote social-emotional learning, student engagement, and a safe school environment, while addressing concerns related to bullying, peer interactions, and student behavior. Efforts will include strengthening behavior supports, increasing student engagement opportunities, and ensuring consistent implementation of school expectations.

Educational partner feedback also emphasized the importance of creating a positive and inclusive school culture. As a result, the district will continue to provide opportunities for student activities, recognition programs, and engagement experiences that promote a sense of belonging and connection to school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The McCabe Union Elementary School District developed this goal recognizing the importance of addressing the academic needs of all student groups, with a particular focus on English Learners, Long-Term English Learners (LTELs), Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students. California School Dashboard data for MUESD indicate persistent achievement gaps for these student groups in comparison to the performance of All Students, with LTELs identified as a group requiring targeted support across multiple indicators.

Educational partner input continues to identify academic supports for students and effective instructional practices as key factors in improving student learning. Feedback also emphasized the importance of strengthening instructional strategies for English Learners, increasing access to targeted interventions, and providing professional development aligned to student needs.

The existing achievement gaps will be addressed through strategic actions implemented equitably to alleviate barriers to success. To ensure that students achieve academically and are prepared for future success, the district will continue to provide properly credentialed teachers, standards-aligned instructional materials, and targeted academic interventions. In addition, the district will strengthen instructional practices through a focus on academic language development, structured student discourse, and data-driven decision-making.

The actions and metrics of this goal are focused on monitoring and promoting:

- High-quality academic programs that meet the needs of every student and accelerate the closing of achievement gaps, particularly for English Learners and Long-Term English Learners (actions 1.4, 1.7, 1.8, 1.9, 1.10)

- Targeted academic intervention opportunities and enrichment supports based on student needs, including the continued implementation of a Multi-Tiered System of Supports (MTSS) (actions 1.2, 1.3, 1.5)

- Professional development opportunities for staff focused on effective instructional strategies, including support for English Learners, academic language development, and the use of data to inform instruction (actions 1.1, 1.6, 1.11)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 4: Pupil Achievement CAASPP ELA Scale score points distance from standard Data Source: 2023 Dashboard	CA Dashboard 2023 • All: 12.3 points above • SED: 9 points below • EL: 21.5 points below • LTEL: 92.7 points below • SWD: 54.4 points below • Foster: TBD in Yr 1 with 2024 Dashboard	CA Dashboard 2024 • All: 8.4points above • SED: 6.9 points below • EL: 13.3 points below • LTEL: 92.7 points below • SWD: 64.9 points below • Foster: No Performance	CA Dashboard 2025 • All: 9.9 points above • SED: 2.3 points below • EL: 11 points below • LTEL: 97.2 points below • SWD: 65.1points below • Foster: No Performance	CA Dashboard 2026 • All: 20 points above • SED: 1 point above • EL: 10 points below • LTEL: 82 points below • SWD: 25 points below • Foster: TBD after baseline	• All: -2.4 points • SED: +6.7 points • EL: +10.5 points • LTEL: +0.5 points • SWD: -10.7 points • Foster: No Performance
1.2	State Priority 4: Pupil Achievement CAASPP Math Scale score points distance from standard Data Source:	CA Dashboard 2023 • All: 8.7 points below • SED: 33.8 points below • EL: 32.4 points below • LTEL: 149.8 points below	CA Dashboard 2024 • All: 9.9 points below • SED: 26 points below	CA Dashboard 2025 • All: 6.6 points below • SED: 23.3 points below	CA Dashboard 2026 • All: At standard • SED: 15 points below	• All: +2.1 points • SED: +10.5 points • EL: -2.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2023 Dashboard	• SWD: 82.8 points below • Foster: TBD in Yr 1 with 2024 Dashboard	• EL: 29.3 points below • LTEL:149.8 points below • SWD: 91.9 points below • Foster: No Performance	• EL: 35.3 points below • LTEL:149.1 points below • SWD:100.8 points below • Foster: No Performance	• EL: 15 points below • LTEL:139 points below • SWD: 40 points below • Foster: TBD after baseline	• LTEL: +0.7 points • SWD: -18 points • Foster: No Performance
1.3	State Priority 4: Pupil Achievement Statewide Assessments CAASPP ELA CAASPP Math CAST % Met/Exceeded Data Source: 2023 CAASPP	2022-2023 ELA • All: 57.07% • SED: 45.80 % • EL: 17.05 % • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 26.09% • Foster: TBD in Yr 1 with 2024 Dashboard 2022-2023 Math • All: 47.27% • SED: 33.34% • EL: 17.58% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 17.39% • Foster: TBD in Yr 1 with 2024 Dashboard	2023-2024 ELA • All: 54.63% • SED: 48.33 % • EL: 21.06 % • LTEL: 13.33% • SWD: 18.75% • Foster: No Data 2023-2024 Math • All: 47.54% • SED: 40.05% • EL: 21.25% • LTEL: 6.67%	2024-2025 ELA • All: 60.80% • SED: 51.02 % • EL: 25.61 % • LTEL: 0.00% • SWD: 27.27% • Foster: No Data 2024-2025 Math • All: 49.62% • SED: 40.99% • EL: 22.35% • LTEL: 8.33%	2025-2026 ELA • All: 67% • SED: 58% • EL: 27% • LTEL: 27% • SWD: 32% • Foster: TBD after baseline 2025-2026 Math • All: 58% • SED: 38% • EL: 22% • LTEL: 22% • SWD: 23% • Foster: TBD after baseline	ELA • All: +3.73% • SED: +5.22% • EL: +8.56 % • LTEL: -13.33% • SWD: +1.18% • Foster: No Data Math • All: +2.35% • SED: +7.65% • EL: +4.77% • LTEL: +1.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 CAST • All: 32.12% • SED: 21.85% • EL: 5.88% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 8% • Foster: TBD in Yr 1 with 2024 Dashboard	• SWD: 20.31% • Foster: No Data 2023-2024 CAST • All: 46.42% • SED: 35.39% • EL: 0% • LTEL: N/A • SWD: 25% • Foster: No Data	• SWD: 25.76% • Foster: No Data 2024-2025 CAST • All: 44.96% • SED: 37.99% • EL: 14.29% • LTEL: No Data • SWD: 10% • Foster: No Data	2025-2026 CAST • All: 47% • SED: 37% • EL: 19% • LTEL: 19% • SWD: 17% • Foster: TBD after baseline	• SWD: +8.37% • Foster: No Data CAST • All: +12.84% • SED: +16.14% • EL: +8.41% • LTEL: No Change • SWD: +2% • Foster: No Data
1.4	State Priority 4: Pupil Achievement District Benchmark Assessments ELA (Reading) and Math Data Source: 2023-2024 CAASPP Interim Comprehensive Assessments (ICAs)	2023-2024 ICA CAASPP Beginning of the Year to Mid-Year ELA Increase Met/Exceeded by 15% Math Increase Met/Exceeded by 23%	2024-2025 ICA CAASPP Beginning of the Year to Mid-Year ELA increase Met/Exceeded by 12% Math Increased by 16% Met/Exceeded	2025-2026 ICA CAASPP Beginning of the Year to Mid-Year ELA increase by 26% Met/Exceeded Math Increase by 15% Met/Exceeded	2026-2027 ICA CAASPP Beginning of the Year to Mid-Year ELA increased Met/Exceeded by 20% Math Increased Met/Exceeded by 20%	ICA CAASPP ELA Met/Exceeded +11% Math Met/Exceeded -8%
1.5	State Priority 4: Pupil Achievement English Learner Proficiency	2023 Dashboard ELPI 49.6% 2023 ELPAC Summative 23.39%	2024 Dashboard ELPI 28.4% 2024 ELPAC Summative 13.46%	2025 Dashboard ELPI 79.2% 2025 ELPAC Summative 39.16%	2026 Dashboard ELPI - 55% 2026 ELPAC Summative 28%	+29.6% Summative ELPAC +15.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELPI = % of English Learners making progress towards English Language Proficiency ELPAC Summative = % of English Learners meeting Proficiency Data Source: 2023 Dashboard ELPI					
1.6	State Priority 4: Pupil Achievement English Proficiency based on ELPAC 3-Year Trend Reclassification Counts and Rate Data Source: 2022-2023 DataQuest	2022-2023 Students Redesignated FEP Rate: 26.54%	2023-2024 Students Redesignated FEP Rate: 34.17%	2024-2025 Students Redesignated FEP Rate: 38%	2025-2026 Students Redesignated FEP Rate: 31%	Redesignated FEP Rate: +11.46%
1.7	State Priority 1: Basic Needs Teacher Credentials % of Teachers with Full Credentials % of Teachers teaching outside the subject area of competence Data Source: District HR Records	2023-2024 92% of Teachers with Full Credentials 0% of Teachers teaching outside the subject area of competence	2024-2025 94% of Teachers with Full Credentials 0% of Teachers teaching outside the subject area of competence	2025-2026 97% of Teachers with Full Credentials 0% of Teachers teaching outside the subject area of competence	2025-2026 95% of Teachers with Full Credentials 0% of Teachers teaching outside subject area of competence	Teachers with Full Credentials +5% Teachers teaching outside subject area of competence: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	State Priority 1: Basic Needs Sufficiency of Instructional Materials % of Students having Sufficient Access to Standards Aligned Materials Data Source: Dashboard Local Indicator Self-Reflection Tool	2023 CA Dashboard Reflection Tool Rating 100% of students have sufficient access to Standards aligned materials.	2024 CA Dashboard Reflection Tool Rating 100% of students have sufficient access to Standards aligned materials.	2025 CA Dashboard Reflection Tool Rating 100% of students have sufficient access to Standards aligned materials.	2026 CA Dashboard Reflection Tool Rating Maintain 100% of Students having Sufficient Access to Standards aligned materials.	Reflection Tool Rating No Change
1.9	State Priority 2: Implementation of State Standards Data Source: Implementation of State Standards Self-Reflection Tool (CA Dashboard Local Indicators-Priority 2) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the Implementation of State Standards Survey.	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Implementation of State Standards Self-Reflection Tool (Local Indicators- Priority 2) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability: Career Technical Education Health Education World Language	2024 CA Dashboard Reflection Tool Rating Standards Met The 2024-2025 Implementation of State Standards Self-Reflection Tool (Local Indicators- Priority 2) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability:	2025 CA Dashboard Reflection Tool Rating Standards Met The 2025-2026 Implementation of State Standards Self-Reflection Tool (Local Indicators- Priority 2) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability:	2026 CA Dashboard Reflection Tool Rating The Implementation of State Standards Self-Reflection Tool (Local Indicators-Priority 2) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator)	Reflection Tool Rating No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale (lowest to highest): 1 - Exploration and Research 2- Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability		Career Technical Education Health Education World Language	Career Technical Education Health Education World Language	The district's goal is to reach Full Implementation and Sustainability (5) in all areas.	
1.10	State Priority 3: Parental Involvement Data Source: Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the parent survey. Rating Scale (lowest to highest): 1 - Exploration and Research 2- Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability: Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to	2024 CA Dashboard Reflection Tool Rating Standards Met The 2024-2025 Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) indicated the following 2 areas below a score of 5-Full Implementation and Sustainability: Implementing policies and programs for teachers to meet with families and students to discuss student progress	2025 CA Dashboard Reflection Tool Rating Standards Met The 2025-2026 Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) indicated the following 2 areas below a score of 5-Full Implementation and Sustainability: Implementing policies and programs for teachers to meet with families and students to discuss student progress	2026 CA Dashboard Reflection Tool Rating The Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator) The district's goal is to reach Full Implementation and Sustainability (5) in all areas.	Reflection Tool Rating +1 area with 5-Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		support improved student outcomes. Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	and ways to support improved student outcomes. Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	and ways to support improved student outcomes. Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.		
1.11	State Priority 7: Access to Broad Course of Study Data Source: Access to a Broad Course of Study Self-Reflection Tool (CA Dashboard Local Indicators-Priority 7)	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Access to a Broad Course of Study Self-Reflection Tool (Local Indicators-Priority 7) identified the following need: Access to Foreign Language	2024 CA Dashboard Reflection Tool Rating Standards Met The 2024-2025 Access to a Broad Course of Study Self-Reflection Tool (Local Indicators- Priority 7) identified the following need: Access to Foreign Language	2025 CA Dashboard Reflection Tool Rating Standards Met The 2025-2026 Access to a Broad Course of Study Self-Reflection Tool (Local Indicators- Priority 7) identified the following need: Access to Foreign Language	2026 CA Dashboard Reflection Tool Rating The Access to Broad Course of Study Self-Reflection Tool (Local Indicators-Priority 7) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator)	Reflection Tool Rating No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					The district's goal is to provide access to Foreign Language	

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.

McCabe Union Elementary School District successfully implemented the majority of planned actions under Goal 1, with a clear and consistent focus on addressing the needs of unduplicated pupils, including English Learners (ELs), Socioeconomically Disadvantaged students, and other student groups, in alignment with Local Control Funding Formula (LCFF) priorities. The district prioritized providing high-quality instruction, targeted intervention, and access to resources to improve academic achievement and reduce achievement gaps.

Key Actions Implemented:

High-Quality Instruction and Intervention Support
Instructional Assistants and Intervention Teachers provided targeted small-group instruction and intervention support during the school day. During the 2025–2026 school year, the district expanded its Multi-Tiered System of Supports (MTSS), including Tier II and Tier III intervention supports and additional staffing (Action 1.12), to increase access to differentiated instruction for students in need of additional academic support.

Success: Increased access to targeted intervention and academic support has strengthened the district's ability to meet student needs and is expected to support continued improvement in ELA and Mathematics, with early positive trends reflected in local benchmark data.
Challenge: Continued need to refine MTSS implementation to ensure consistency and effectiveness across all classrooms and student groups, particularly for LTELs and SWDs.

1.1 Professional Development (Partially Implemented)
Professional development focused on strengthening instructional practices, with an emphasis on supporting English Learners and improving access to grade-level content. Through partnership with the Imperial County Office of Education (ICOE), the district began planning and preparing for the implementation of academic discourse, with an emphasis on structured student conversations, academic language development, and increased student engagement.

Teachers were supported through professional learning opportunities, including data analysis and instructional support to improve instructional delivery and monitor student progress.

Success: Increased focus on instructional practices and preparation for academic discourse is building a foundation for improved student engagement and access to rigorous content.
Challenge: Academic discourse practices have not yet been fully implemented and continued professional development and support will be necessary to ensure successful rollout and consistent use across classrooms.

1.2 Intervention Support-Paraprofessionals (Fully Implemented)
Instructional aides supported small group instruction and intervention during the school day, increasing opportunities for differentiated support for students, particularly ELs and LTELs.

Success: Improved access to targeted support contributed to gains in student performance, particularly in ELA.

1.3 Intervention and Enrichment Opportunities (Partially Implemented)
After-school programs and intervention opportunities were provided to support at-risk students and English Learners. Enrichment opportunities also contributed to increased student engagement.

Success: Expanded learning opportunities supported academic growth and student engagement.
Challenge: Staffing limitations impacted the ability to consistently provide extended learning opportunities across all grade levels.

1.4 Parent/Family Involvement (Fully Implemented)
The district implemented a variety of parent engagement opportunities, including family events, communication through ParentSquare, and parent-teacher conferences. During the spring, the district also held targeted parent conferences focused on English Learners and at-risk students to provide families with specific information on student progress, academic needs, and available supports.

Success: Continued efforts strengthened communication between school and home and provided families with more targeted information to support student learning.
Challenge: Attendance at some events remained limited, indicating a need to refine outreach strategies and increase accessibility for families.

1.5 Intervention Teacher (Fully Implemented)
Intervention Teachers provided additional direct instruction and supported classroom teachers through planning and implementation of targeted strategies.

Success: Additional instructional support contributed to improved student outcomes and strengthened classroom-level intervention practices.

1.6 Teacher Credentialing (Fully Implemented)
The district maintained high levels of appropriately credentialed teachers and provided ongoing support for new and continuing staff.

Success: High percentage of fully credentialed teachers supports consistent, high-quality instruction.

1.7 Technology (Fully Implemented)

Students were provided with access to technology and digital learning platforms to support differentiated instruction and personalized learning.

Success: Digital tools, including platforms such as i-Ready, supported individualized learning and contributed to academic growth.

1.8 Supplemental Instructional Materials and Licenses (Fully Implemented)
Supplemental instructional materials and digital licenses were utilized to support standards-based instruction across content areas.

Success: Access to standards-aligned materials supported instructional consistency and student achievement.

1.9 College and Career Readiness (Fully Implemented)
Students participated in a variety of college and career readiness and academic enrichment opportunities designed to increase engagement and provide real-world connections. These included participation in a countywide math competition for grades 6-8, as well as Junior Achievement programs such as BizTown for 5th grade students and Finance Park for 7th grade students, which include integrated coursework into the instructional day.

In addition, the district hosted Career Day events for all students districtwide, providing exposure to a variety of career pathways through community partnerships. Students in grades 7 and 8 also participated in CTE exploration embedded within the instructional day, including the use of the Thrively platform to support career interest development and goal setting.

Success: These experiences increased student engagement by providing hands-on, real-world applications of academic skills and career exploration opportunities. Students were able to connect classroom learning to future career pathways, strengthening relevance and motivation.
Challenge: Continued expansion of opportunities remains limited by available resources and scheduling constraints.

1.10 Supplemental Instructional Programs (Fully Implemented)
Supplemental instructional programs supported student learning through enrichment and expanded instructional opportunities. During the 2025–2026 school year, teachers utilized supplemental resources, including Mystery Science, to provide engaging, standards-aligned science instruction and hands-on learning experiences.

Success: Supplemental instructional programs increased student engagement and supported access to standards-based instruction. The implementation of Mystery Science provided teachers with additional resources to reinforce science concepts through inquiry-based and hands-on learning opportunities, helping to increase student participation and interest in science.

1.11 Language Acquisition and Support for English Learners-(Partially Implemented)

Designated and integrated English Language Development instruction was implemented, aligned to the California English Learner Roadmap.

Success: Increased use of academic language strategies improved student engagement and access to instruction, contributing to growth in English Learner progress indicators.

Challenge: Implementation varied across classrooms, indicating a need for continued professional development and monitoring to ensure consistency.

1.12 Expand MTSS Capacity Through Dedicated Intervention Staff (Partially Implemented)
The district expanded MTSS capacity through additional staffing to strengthen Tier II and Tier III supports and provide targeted academic intervention during the 2025–2026 school year.

Success: Increased intervention capacity has expanded access to support services and strengthened the district's ability to provide targeted support for students, particularly English Learners and Long-Term English Learners. Early indicators from local benchmark data suggest a positive impact on student progress.
Challenge: While staffing has been established, continued work is needed to refine MTSS processes, strengthen consistency of implementation across classrooms, and ensure that Tier II and Tier III supports are effectively aligned to student needs.

While progress was made across multiple indicators, persistent achievement gaps remain, particularly for Long-Term English Learners and Students with Disabilities. Although overall student performance improved, subgroup data indicates that these groups continue to require targeted and sustained intervention.

A key area of need identified through both data and stakeholder feedback is the consistent implementation of instructional strategies across classrooms. While professional development and preparation for academic discourse have begun to strengthen instructional practices, full implementation has not yet been achieved.

Additionally, staffing limitations and variability in extended learning opportunities impacted the ability to fully implement certain intervention and enrichment programs.

Successes

The district demonstrated measurable growth in English Language Arts and Mathematics, as well as significant improvement in English Learner progress. These gains reflect the impact of instructional strategies and supports implemented during the 2024–2025 school year.

While the 2025 California School Dashboard reflects outcomes from the 2024–2025 school year, the district has implemented additional supports during the 2025–2026 school year, including expanded MTSS systems, which are beginning to demonstrate positive results based on local benchmark data.

The district's preparation and planning for the implementation of academic discourse practices represents an important next step in strengthening core instruction and improving student engagement.

Overall Effectiveness and Next Steps

Overall, the actions under Goal 1 were effective in improving outcomes for many students. However, continued efforts are necessary to address persistent gaps among specific student groups, particularly Long-Term English Learners and Students with Disabilities.

Moving forward, the district will:

-Continue to strengthen the implementation of MTSS, including Tier II and Tier III supports, to ensure consistent and effective intervention across all grade levels.
-Implement and expand academic discourse strategies to improve student engagement, language development, and access to rigorous instruction.
-Provide ongoing professional development and instructional support to ensure consistent practices across classrooms.
-Strengthen data-driven decision-making through ongoing analysis of student performance data.
-Increase targeted support for LTELs and other underperforming student groups.

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.

Action 1.1 - Professional development was implemented for staff to attend various learning opportunities related to the California State Standards in ELA, Math, History/Social Science, CTE, and Computer Science. However, the total cost was not needed due to additional funding sources for professional development.

Action 1.2 - Intervention Support was successful, but instructional aides salaries were lower than budgeted, due to new aides salary starting lower on the salary schedule.

Action 1.3 - Intervention and enrichment opportunities were made available for students, with priority given to targeted students with identified achievement gaps. This action was implemented as planned; however, the total cost was lower than anticipated.

Action 1.4 - Parent/Family engagement was implemented successfully, and the services and supplies purchased for this action cost less than expected. The professional development offered to parents effectively engaged our families.

Action 1.5 - Intervention teachers and support staff salaries for direct student instruction were lower than anticipated due to changing personnel.

Action 1.6 - Teacher Credentialing with induction program was successful, but higher than anticipated.

Action 1.7 - Technology was much higher, since previous years we utilized one-time funds.

Action 1.8 - Supplemental Instructional Materials & Licenses was much higher than anticipated due to curriculum renewal.

Action 1.9 - College and Career Readiness we participated in math and science competitions and purchase materials for our CTE class, however we were able to use strong workforce dollars to implement this which is why our costs are lower than anticipated.

Action 1.10 - Supplemental Instructional Programs were effective however instructional programs were lower than budgeted.

Action 1.11 - Language Acquisition and Support for English Learners was extremely effective and cost was higher.

Action 1.12 - MTSS was extremely effective and we are excited to continue moving forward with this program. We are a little lower than budgeted due to salary schedule placement of staff.

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

Overall, actions related to Goal 1 have demonstrated moderate to strong effectiveness in advancing academic achievement and promoting College and Career Readiness. District data indicates overall gains in English Language Arts (ELA) and Mathematics, as well as significant improvement in English Learner progress, while also highlighting continued challenges among specific student groups such as Long-Term English Learners (LTELs) and Students with Disabilities (SWD). The implementation status of each action, along with its associated impact on performance metrics, is summarized below:

Action 1.1 - Professional Development:
Teachers participated in professional development focused on instructional strategies to support English Learners and struggling students. Continued emphasis on academic language strategies and preparation for academic discourse has strengthened instructional practices.
Effectiveness: Moderately effective. Gains in ELA for All Students (+6.17%) and English Learners (+4.55%), as well as Math gains for All Students (+2.08%), indicate improvements in instructional practices; however, continued professional development and consistent implementation across classrooms are needed.

Action 1.2 - Intervention Support: Paraprofessionals:
Instructional aides provided targeted in-school support to students through small group instruction and classroom assistance.
Effectiveness: Effective. Increased access to differentiated instruction supported growth in ELA and Math, particularly for Socioeconomically Disadvantaged students (ELA +2.69%, Math +0.94%).

Action 1.3 - Intervention and Enrichment Opportunities:
After-school tutoring and enrichment opportunities were provided through teacher-led programs and ELO-P.
Effectiveness: Moderately effective. While additional instructional time supported gains for some student groups, variability in implementation limited overall impact.

Action 1.4 - Parent/Family Involvement:
Parent engagement efforts included communication, family events, and conferences. Spring conferences focused on English Learners and at-risk students provided targeted support to families.
Effectiveness: Effective. Increased communication and targeted engagement strengthened family involvement and support for student learning.

Action 1.5 - Intervention Teacher:

Intervention Teachers provided additional direct instruction and supported classroom teachers with targeted strategies.
Effectiveness: Effective. Targeted instruction contributed to improved academic outcomes, particularly in ELA and Math across multiple student groups.

Action 1.6 - Teacher Credentialing and Support:
The district ensured teachers were appropriately credentialed and supported through mentorship and induction programs.
Effectiveness: Effective. Access to qualified teachers supported improvements in student achievement across multiple indicators.

Action 1.7 - Technology:
Students had access to technology and digital learning tools to support instruction.
Effectiveness: Effective. Digital tools, including platforms such as i-Ready, supported differentiated instruction and contributed to academic gains.

Action 1.8 - Supplemental Instructional Materials and Licenses:
The i-Ready platform was used to support diagnostic assessment and targeted instruction.
Effectiveness: Highly effective. Local benchmark data and CAASPP results indicate increased student growth in ELA and Math.

Action 1.9 - College and Career Readiness:
Students participated in a variety of career exploration and academic enrichment opportunities, including math competitions, BizTown, Finance Park, districtwide Career Day, and CTE exploration using Thrively.
Effectiveness: Effective. These experiences increased student engagement and strengthened connections between academic learning and real-world applications.

Action 1.10 - Supplemental Instructional Programs:
Supplemental instructional programs and resources supported student learning through enrichment and expanded instructional opportunities. During the 2025–2026 school year, teachers utilized supplemental resources, including Mystery Science, to provide engaging, standards-aligned science instruction and hands-on learning experiences.

Effectiveness: Effective. Supplemental instructional programs increased student engagement and provided opportunities for inquiry-based learning. The implementation of Mystery Science supported science instruction through hands-on investigations and real-world applications, helping reinforce grade-level standards and increase student participation in classroom learning.

Action 1.11 - Language Acquisition and Support for English Learners (Partially Implemented):
Designated and integrated English Language Development (ELD) instruction and supports were implemented.
Effectiveness: Moderately effective. English Learners demonstrated growth in ELA (+4.55%) and Math (+1.10%), and significant improvement in English Learner progress as indicated by ELPI increasing from 28.4% to 79.2% (+50.8%) and Summative ELPAC increasing from 13.46% to 39.16% (+25.7%). However, LTEL performance remains significantly below standard, indicating a need for continued targeted support.

Action 1.12 - Expand MTSS Capacity Through Dedicated Intervention Staff:

The district expanded MTSS capacity through additional staffing to strengthen Tier II and Tier III supports.
Effectiveness: Moderately effective. Increased intervention capacity has expanded access to support services, and early indicators from local benchmark data suggest a positive impact; however, MTSS systems and processes are still being refined, and consistent implementation is needed.

Summary
Overall, actions under Goal 1 have been effective in improving academic outcomes for many students, particularly in ELA and Math, and in significantly improving English Learner progress. Gains for All Students and key student groups reflect the impact of instructional supports, intervention services, and access to resources.

However, not all outcomes showed improvement. The California Science Test (CAST) results declined slightly for All Students (-1.46%), and performance for Students with Disabilities declined in both Math (-8.15%) and CAST (-15%). Additionally, LTEL performance remains an area of significant need.

These mixed results indicate that while current actions are producing positive outcomes, further refinement is necessary. Continued focus on strengthening MTSS implementation, increasing consistency of instructional practices, and implementing academic discourse strategies will be critical to accelerating progress for all student groups.

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.

Following the review of CAASPP, CAST, and English Learner progress data, as well as internal benchmark and progress monitoring data, no changes were made to the goal, metrics, or target outcomes for the 2026–27 LCAP year. The district will continue to implement and refine existing actions to allow sufficient time to evaluate long-term effectiveness and impact on student outcomes.

While the overall goal and metrics remain unchanged, the district has made refinements to implementation based on data analysis and educational partner feedback. In particular, the district continues to strengthen its Multi-Tiered System of Supports (MTSS) framework. Although MTSS capacity was expanded during the 2025–2026 school year through the addition of intervention staff, ongoing reflection indicates that further work is needed to ensure consistent implementation of Tier II and Tier III supports, progress monitoring, and alignment of interventions to student needs. As a result, the district will continue to refine MTSS systems and practices to improve effectiveness across all classrooms.

In addition, based on identified needs related to English Learner outcomes and instructional consistency, the district will initiate the implementation of academic discourse practices in partnership with the Imperial County Office of Education (ICOE), supported in part through the Educator Effectiveness Grant. This work will focus on strengthening student engagement, academic language development, and access to grade-level content through structured student conversations. This represents a strategic enhancement to professional development efforts under existing actions and does not constitute a new action, but rather a refinement of instructional practice within Action 1.1.

CAASPP and Local Data Reflection

In English Language Arts (ELA), the district demonstrated overall growth, with All Students increasing from 54.63% to 60.80% (+6.17%). Gains were also observed among Socioeconomically Disadvantaged students (+2.69%), English Learners (+4.55%), and Students with Disabilities (+8.52%). However, Long-Term English Learners continue to perform significantly below standard, indicating a continued need for targeted support.

In Mathematics, the district experienced modest overall growth, with All Students increasing from 47.54% to 49.62% (+2.08%). Subgroup performance also showed improvement, including Socioeconomically Disadvantaged students (+0.94%), English Learners (+1.10%), and Students with Disabilities (+8.37%). Despite these gains, overall performance remains below standard, indicating the need for continued focus on foundational math skills and intervention.

In Science (CAST), results showed a slight decline for All Students (-1.46%). While Socioeconomically Disadvantaged students improved (+2.60%) and English Learners showed growth (+14.29%), Students with Disabilities experienced a decline (-15%), indicating a need to strengthen instructional supports in science for this group.

English Learner progress data showed significant improvement, with the English Learner Progress Indicator (ELPI) increasing from 28.4% to 79.2% (+50.8%), and Summative ELPAC proficiency increasing from 13.46% to 39.16% (+25.7%). These gains indicate that current supports for English Learners are positively impacting language acquisition. However, continued focus is needed to support Long-Term English Learners.

Action Effectiveness and Changes
At this time, no actions have been identified as ineffective over a three-year period. Therefore, no actions are being discontinued or replaced. However, several actions have been identified as partially implemented, including Professional Development (1.1), Intervention and Enrichment Opportunities (1.3), English Learner Supports (1.11), and MTSS expansion (1.12). As a result, the district will focus on refining and strengthening the implementation of these actions to improve effectiveness. In addition, the list of metrics used to determine the effectiveness of each action was refined.

Key areas of refinement include:
-Strengthening consistency of instructional practices across classrooms
-Improving fidelity and alignment of MTSS Tier II and Tier III supports
-Enhancing progress monitoring systems and data use
-Implementing academic discourse strategies to improve student engagement and language development
-Expanding supplemental instructional resources, including standard-aligned science programs such as Mystery Science, to support hands-on learning and student engagement.

These refinements are aligned with ongoing Differentiated Assistance (DA) work and are intended to improve outcomes for student groups that continue to perform below standard, particularly Long-Term English Learners and Students with Disabilities.

Conclusion

McCabe Union Elementary School District will maintain its current goal and metrics for the 2026–27 LCAP year to allow continued implementation and evaluation of existing strategies. While no new actions are being added, the district will focus on refining and strengthening key initiatives, including MTSS implementation and instructional practices.

The addition of academic discourse as a focus area within professional development, along with continued emphasis on data-driven instruction and targeted intervention, positions the district to build on current gains. Continued monitoring of student performance data and implementation effectiveness will guide future adjustments to ensure improved outcomes for all students.

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	Professional Development	G1:1 All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.	$50,000.00	Yes
1.2	Intervention Support - Paraprofessionals	G1:2 Instructional Assistants will facilitate additional small group intervention	$582,411.00	Yes
1.3	Intervention and Enrichment Opportunities	G1:3 Teachers will provide supplemental after-school tutoring	$30,771.00	Yes
1.4	Parent/Family Involvement	G1:4 Additional participation in monthly family engagement opportunities, parent conferences, professional development for families, and effectiveness of the family communication platform.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Intervention Teacher(s)	G1:5 Intervention Teacher(s) and support staff for additional direct student instruction and ongoing professional development. Teacher will also assist with additional curriculum planning and implementation and provide professional development.	$52,001.00	Yes
1.6	Teacher Credentialing	G1:6 New hires and teachers participating in the induction program will receive ongoing support and mentoring to better meet the needs of our unduplicated students.	$2,000.00	Yes
1.7	Technology	G1:7 Access to Technology to provide additional support and resources for unduplicated students including digital and supplemental curriculum to provide personalized learning, timely feedback, and learning platforms that provide ongoing communication with the teacher to better meet their needs in achieving grade level standards.	$157,249.00	Yes
1.8	Supplemental Instructional Materials and Licenses	G1:8 Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA), Math, and Literacy in History/Social Studies, Science and Technical Subjects in TK-8th grade.	$30,000.00	Yes
1.9	College and Career Readiness	G1:9 Course access to CTE Exploration. Participation in additional County/Statewide academic events or challenges (Career Days, Science and Math Competitions, etc.)	$110,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Supplemental Instructional Programs	G1:10 Curriculum for PBL, GATE, and College and Career Readiness.	$8,000.00	Yes
1.11	Language Acquisition and Support for English Learners	G1:11 Support implementation of the California English Learner Roadmap through supplemental services designed to accelerate English language acquisition and academic achievement for English Learners (ELs) and Long-Term English Learners (LTELs). Additional supports for ELs and LTELs include supplemental instructional resources and software programs, including English 3D, to support language development and access to grade-level standards. ELs and LTELs are provided additional intervention and tutoring opportunities, progress monitoring, and targeted supports based on ELPAC, academic, and local assessment data. The district provides additional support to prepare English Learners for success on the ELPAC assessment, including student encouragement and recognition activities, targeted preparation activities, staff training, and coordinated testing supports designed to reduce barriers and promote student success. Ongoing professional learning is provided to staff to strengthen implementation of the California English Learner Roadmap and effective instructional practices that support language acquisition and academic achievement for English Learners and Long-Term English Learners.	$10,000.00	Yes
1.12	Expand MTSS Capacity Through Dedicated Intervention Staff (New 2024-25)	To strengthen Tier II and Tier III supports within the Multi-Tiered System of Supports (MTSS) framework, the district will hire additional intervention staff. These interventionists will provide targeted small-group instruction in English Language Arts (ELA) and deliver professional development on effective intervention strategies. This action specifically supports English Learners (ELs), including Long-Term English Learners (LTELs) and other student groups identified as needing improved academic outcomes based on CAASPP, CAST, ELPAC, and district benchmark data.	$280,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Funded by the Learning Recovery Emergency Block Grant (LREBG), this action addresses learning gaps intensified by the COVID-19 pandemic. The deployment of intervention staff will accelerate academic recovery by increasing instructional support for students impacted by disrupted learning and by building staff capacity to implement targeted interventions through the MTSS model. By expanding the district's capacity to deliver focused academic supports, this action aims to reduce achievement gaps in ELA and science among ELs. and LTELs. Evidence of need is demonstrated through multiple metrics, including: 1.3 CAASPP ELA, Math, and CAST scores 1.4 District benchmark assessments 1.5 English Learner Proficiency Indicator and ELPAC Summative results 1.6 Reclassification rates		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The McCabe Union Elementary School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. The district will improve the overall school climate through supports and services that enhance students' feelings of belonging and safety in grades K-8.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The McCabe Union Elementary School District developed this goal recognizing the importance of addressing the social-emotional, behavioral, and engagement needs of all student demographic groups, including English Learners, Students with Disabilities, Foster Youth, Low Income, and Homeless Youth. California School Dashboard data and local data indicate ongoing needs in the areas of chronic absenteeism, student engagement, and school climate, particularly for unduplicated student groups.

Educational partner input continues to emphasize the importance of safe and supportive school environments, character development, and student well-being as critical factors impacting student success. Feedback also highlighted the value of counseling services, student engagement activities, and schoolwide efforts that promote positive relationships, safety awareness, and a sense of belonging.

To address these needs, the district has strengthened its implementation of a multi-tiered system of supports (MTSS) for social-emotional learning and student well-being, aligned to a comprehensive school counseling framework. This includes:

Tier 1 (Universal Supports): Schoolwide initiatives such as Red Ribbon Week, Bullying Prevention, Great Kindness Challenge, Mental Health Awareness activities, career exploration, safety education, and classroom lessons focused on study skills, growth mindset, conflict resolution, and stress management.
Tier 2 (Targeted Supports): Small group counseling focused on grief, friendship, and study skills, as well as targeted supports such as ELPAC pep talks and additional academic, attendance, and behavioral interventions.
Tier 3 (Intensive Supports): Individual counseling, crisis intervention, and collaboration with outside agencies, staff, and families to address the most significant student needs.

These efforts are designed to proactively address barriers to student success, including attendance challenges, social-emotional needs, and transitions between grade levels. The district’s counseling program emphasizes both prevention and intervention, supporting students’ academic, social, and emotional development.

The actions and metrics of this goal are focused on monitoring and promoting:

- A school environment where every student feels physically safe, emotionally supported, and connected to their school community (actions 2.2, 2.3, 2.6, 2.8, 2.9)
- Positive and respectful relationships among students, staff, families, and the broader school community (actions 2.1, 2.5, 2.8, 2.9)
- Targeted services to address the social-emotional, behavioral, attendance, and safety needs of students requiring additional support (actions 2.2, 2.4, 2.5, 2.7, 2.8, 2.9)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 5: Pupil Engagement Average Daily Attendance Rate Data Source: CALPADS Fall 1 P-2 (May 1st)	2023-2024 = 95.31%	2024-2025 = 96.02%	2025-2026 =97.3%	2025-2026= 97%	+1.99%
2.2	State Priority 5: Pupil Engagement Chronic Absenteeism including Student Groups Data Source: Dashboard Chronic Absenteeism Report	2022-2023 • All: 16.8% • SED: 23.1% • EL: 24.2% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 20.3% • Foster: TBD in Yr 1 with 2024 Dashboard	2023-2024 • All: 11.4% • SED: 15.6% • EL: 20.5% • LTEL:19% • SWD:18.1 % • Foster: No Performance	2024-2025 • All: 7.9% • SED: 10.7% • EL: 11.8% • LTEL:30% • SWD:16.9 % • Foster: No Performance	2025-2026 • All: 7% or less • SED:10% or less • EL 12% or less • LTEL:12% or less • SWD: 10% or less • Foster: TBD after baseline	• All: -8.9 % • SED: -12.4 % • EL: -12.4% • LTEL: +11 • SWD: -3.4% • Foster: No Performance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	State Priority 6: School Climate Suspension Rate including Student Groups Suspension Rate Data Source: Dashboard Suspension Rate	2022-2023 Suspensions • All: 0.7% • SED: 1.4% • EL: 0.6% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 0.7% • Foster: TBD in Yr 1 with 2024 Dashboard	2023-2024 Suspensions • All: 1.6% • SED: 1.7% • EL: 1.2% • LTEL: 9.5% • SWD: 0.7% • Foster: No Performance	2024-2025 Suspensions • All: 1.8% • SED: 2.5% • EL: 2% • LTEL: 15% • SWD: 1.3% • Foster: No Performance	2025-2026 • All: 1% or less • SED:1% or less • EL 1% or less • LTEL:1% or less • SWD:1% or less • Foster: TBD after baseline	• All: +1.5% • SED: +1.1% • EL: +1.4% • LTEL: +5.5% • SWD: +0.6% • Foster: No Performance
2.4	State Priority 6: School Climate Expulsion Rates Data Source: DataQuest	2022-2023 Expulsions • ALL: 0.00% • EL: 0.00% • LTEL: 0.00% • SED: 0.00% • SWD: 0.00% • Foster: 0.00%	2023-2024 Expulsions • ALL: 0.00% • EL: 0.00% • LTEL: 0.00% • SED: 0.00% • SWD: 0.00% • Foster: 0.00%	2024-2025 Expulsions • ALL: 0.00% • EL: 0.00% • LTEL: 0.00% • SED: 0.00% • SWD: 0.00% • Foster: 0.00%	2025-2026 • All: 0% • SED: 0% • EL: 0% • LTEL: 0% • SWD: 0% • Foster: 0%	• ALL: No Change • EL: No Change • LTEL: No Change • SED: No Change • SWD: No Change • Foster: No Change
2.5	State Priority 6: School Climate Middle School Dropout Rate Data Source: CALPADS report 1.14	2022-2023 Middle School Dropout Rate 0%	2023-2024 Middle School Dropout Rate 0%	2024-2025 Middle School Dropout Rate 0%	2025-2026 Middle School Dropout Rate: Maintain 0% Middle School Dropout Rate	Middle School Dropout Rate No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	State Priority 6: School Climate % of students that feel safe at school Data Source: California Healthy Kids Survey (CHKS)	2022-2023 California Healthy Kids Survey 7th Grade: 72% of students feel safe.	2023-2024 California Healthy Kids Survey 7th Grade: 59% of students feel safe.	2024-2025 California Healthy Kids Survey 7th Grade: 76% of students feel safe.	2025-2026 California Healthy Kids Survey 7th Grade: 90% of students feel safe.	California Healthy Kids Survey 7th Grade: +4%
2.7	State Priority 1: Basic Needs Local Measure of Appropriately Assigned and Fully Credentialed Teachers (Williams Report) as reported on California School Dashboard Data Source: Dashboard Local Indicator Self-Reflection Tool	2023 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 90.4% with Full Credential	2024 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 91.8% with Full Credential	2025 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 90.9% with Full Credential	2026 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 95% with Full Credential	Reflection Tool Rating Standard Met Appropriately Assigned No Change Full Credential +0.5%
2.8	State Priority 1: Basic Needs Local Measure of Facilities in Good Repair (FIT Tool) as displayed on California School Dashboard	2023-2024 FIT Overall Rating: Good	2024-2025 FIT Overall Rating: Good	2025-2026 FIT Overall Rating: Good	2025-2026 FIT Overall Rating: Good	FIT Overall Rating: 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.

McCabe Union Elementary School District successfully implemented the majority of planned actions under Goal 2, which focused on promoting student well-being and improving school climate. The district prioritized creating safe, inclusive, and engaging environments that support the social-emotional, physical, and academic development of all students, with particular attention to the needs of unduplicated pupils.

District efforts resulted in notable improvements in attendance and student engagement, while also identifying areas requiring continued refinement, particularly related to student behavior and perceptions of safety.

Key Actions Implemented

2.1 Professional Development: Safety (Partially Implemented)
Staff participated in training related to safety procedures, student supervision, and behavioral management strategies. All staff participated in Standard Response Protocol (SRP) training provided by the Imperial County Office of Education, including Lockdown procedures and Hide, Run, Fight protocols, aligned to the district's comprehensive school safety plan.

The district conducted two lockdown and reunification drills, which included the establishment and operation of a command center and the participation of parents to practice student reunification procedures. In addition, safety drills were conducted regularly, and both staff and students engaged in table talk scenarios aligned to SRP to practice response procedures and reinforce understanding of safety expectations.

Success: Increased staff awareness and preparedness, along with formal training aligned to the district's safety plan, full-scale drills, and scenario-based practice, contributed to a stronger understanding of emergency response procedures across the district. Parent participation in reunification drills further strengthened communication and preparedness between the school and community.

Challenge: Continued need for consistent implementation of behavior management strategies and reinforcement of expectations across classrooms.

2.2 Character Development Programs (Fully Implemented)
The district continued implementation of character development programs, including PeaceBuilder and the integration of the 7 Habits of Successful Students into daily practice. Student recognition systems supported positive behavior and leadership development.

Success: Reinforced positive behavior expectations and contributed to a supportive school culture.

Challenge: Ongoing training is needed to ensure consistency across classrooms.

2.3 Course Access: Supplemental Music Programs (Fully Implemented)

The district provided access to supplemental music programs, including band and orchestra, offered during and beyond the school day. In addition, a schoolwide push-in music program was implemented across grade levels, providing all students with access to foundational music instruction. Students engaged in learning experiences that included music literacy (reading music notes), rhythm, major scales, ear training, singing, and instrument instruction such as ukulele and xylophone.

Success: Expanded, schoolwide access to music instruction increased student participation, engagement, and exposure to the arts while supporting the development of foundational music skills. The program was effectively scheduled to ensure consistent delivery across classrooms.

2.4 Attendance Incentives and Outreach (Fully Implemented)
The district implemented a comprehensive system of attendance incentives and outreach strategies to promote consistent student attendance. This included weekly drawings, monthly grade-level recognition and incentives, quarterly recognition, and end-of-year attendance awards and drawings. Restorative practices and family communication were incorporated to support attendance improvement.

Success: Attendance improved, with Average Daily Attendance increasing and chronic absenteeism decreasing significantly across student groups. The consistent use of incentives and recognition systems, along with ongoing refinement of SART and SARB processes, contributed to increased student motivation and accountability.

Challenge: Sustaining improved attendance outcomes requires continued monitoring and ongoing family engagement.

2.5 Counseling Services and Support (Fully Implemented)
The district implemented a comprehensive, multi-tiered counseling program aligned to MTSS, including Tier 1 classroom lessons and schoolwide activities, Tier 2 small group supports, and Tier 3 individualized interventions and crisis response. Counseling services also supported student transitions and targeted student needs.

Success: Counseling supports contributed to improved student well-being, increased engagement, and more effective transition support between grade levels.

Challenge: High demand for services requires continued prioritization and coordination to ensure equitable access.

2.6 Clean and Safe Facilities (Fully Implemented)
Facilities were maintained in good condition, as reflected by the Facilities Inspection Tool (FIT) rating.
Success: Safe and well-maintained facilities supported a positive learning environment.

2.7 Attendance Monitoring and Supports (Fully Implemented)
Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes were implemented and continuously refined to monitor attendance and provide targeted support. In addition, the district implemented Tier 2 attendance interventions through the counseling program, including small group support and regular check-ins with students identified as at risk of chronic absenteeism, including English Learners and Long-Term English Learners.

Success: Data-driven interventions, including targeted Tier 2 supports and ongoing monitoring, contributed to significant reductions in chronic absenteeism across student groups.

Challenge: Continued coordination, follow-up, and family engagement are needed to sustain improvements.

2.8 Social-Emotional Learning (SEL) (Fully Implemented)
SEL supports, including restorative practices and classroom-based strategies, were implemented to promote positive relationships and student well-being.

Success: Supported improved student engagement and peer interactions.

Challenge: Consistency of implementation across classrooms remains an area of focus.

2.9 Campus Security (Fully Implemented)
A campus security staff member supported supervision, safety monitoring, and family outreach.

Success: Increased supervision contributed to a stronger sense of safety and connection for students and families.

Challenges and Substantive Differences from Planned Actions
The district identified several areas requiring continued focus. While attendance outcomes improved significantly, suspension rates increased, indicating a need to strengthen behavioral supports, supervision, and consistency in discipline practices across classrooms.

Additionally, differences between the California Healthy Kids Survey (CHKS) and the district's internal student survey highlighted inconsistencies in student perceptions of safety. While the district's internal survey results indicated a higher percentage of students reporting that they feel safe at school, CHKS results reflected lower levels of perceived safety. This discrepancy indicates the importance of utilizing multiple measures to more accurately assess school climate.

In response, the district refined its data collection practices by incorporating targeted safety questions into the LCAP student survey to better understand student experiences and inform future actions.

Successes

The district made strong progress in improving student engagement and attendance, as evidenced by increased Average Daily Attendance and significant reductions in chronic absenteeism across student groups. Continued implementation of character development programs, counseling services, and enrichment opportunities supported a positive school climate.

Investments in safety procedures, supervision, and facilities contributed to maintaining a safe and supportive learning environment. Family outreach and communication efforts further strengthened partnerships and supported student success.

Summary

Overall, the district has made meaningful progress toward improving school climate and student engagement. While many actions have been successfully implemented, ongoing refinement is needed to strengthen behavioral supports and ensure that all students consistently feel safe, supported, and connected to their school environment.

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.

Action 2.1 - Professional Development: Safety was implemented successfully, however costs were much lower because all professional developments were free.

Action 2.2 - The implementation of the program continued successfully; however, it was less expensive than budgeted.

Action 2.3 - Course access supplemental programs were implemented, but the costs were very close but a little lower.

Action 2.4 - Attendance Monitoring and Supports was very effective, however budgeted amount was lower than needed due to other grant opportunities.

Action 2.5 - New Action Counseling Services were implemented, however total expenditures were slightly higher than total budgeted.

Action 2.7 - Attendance Monitoring and supports was a little lower due to other grant opportunities to help with support.

Action 2.8 - Social Emotional Learning other grant opportunities were used, so this budget was not needed for this fiscal year.

Action 2.9 - Campus security was effective, however began late which is total expenditures is less than anticipated.

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

Overall, actions related to Goal 2 have demonstrated moderate to high effectiveness in improving student engagement, attendance, and access to social-emotional supports. These efforts contributed to a more supportive and structured school environment. District data indicates significant improvements in attendance and reductions in chronic absenteeism, while also identifying ongoing challenges related to student behavior and perceptions of safety. The implementation status of each action, along with its associated impact on performance metrics, is summarized below:

Action 2.1 – Professional Development: Safety:
This action focused on strengthening campus safety and preparedness through staff training and student practice. All staff participated in Standard Response Protocol (SRP) training provided by the Imperial County Office of Education, including Lockdown and Hide, Run, Fight protocols aligned to the district’s comprehensive school safety plan. The district also conducted lockdown and reunification drills, including command center implementation and parent participation, as well as table talk scenarios for staff and students.

Effectiveness: Moderately effective. While staff preparedness and safety systems have been strengthened, student perception data indicates mixed results regarding feelings of safety. Differences between CHKS and internal survey data suggest that additional efforts are needed to improve student understanding of safety procedures and increase confidence in school safety systems.

Action 2.2 – Character Development Programs:
PeaceBuilder and the integration of the 7 Habits of Successful Students supported schoolwide expectations for positive behavior and student leadership.

Effectiveness: Effective. These programs contributed to a positive school culture and reinforced expectations for respectful behavior and student engagement.

Action 2.3 – Course Access: Supplemental Music Programs:
The district implemented a comprehensive, schoolwide push-in music program in addition to band and orchestra offerings. Students received instruction in music literacy, rhythm, ear training, singing, and instrument use, including ukulele and xylophone.

Effectiveness: Effective. Schoolwide access to music instruction increased student engagement and connection to school, supporting a positive school climate.

Action 2.4 – Attendance Incentives and Outreach:
A structured system of attendance incentives was implemented, including weekly drawings, monthly grade-level recognition, quarterly incentives, and end-of-year awards. Outreach efforts and restorative practices were also incorporated.

Effectiveness: Highly effective. Average Daily Attendance increased and chronic absenteeism decreased significantly across student groups, indicating that consistent incentives and outreach strategies positively impacted student attendance.

Action 2.5 – Counseling Services and Support:
The district implemented a comprehensive, multi-tiered counseling program aligned to MTSS, including Tier 1 schoolwide supports, Tier 2 small group interventions, and Tier 3 individualized services and crisis response.

Effectiveness: Effective. Counseling services supported student well-being, engagement, and transitions between grade levels. Targeted interventions addressed student needs. However, high demand for services continues to require prioritization.

Action 2.6 – Clean and Safe Facilities:
Facilities were maintained in good condition as measured by the Facilities Inspection Tool (FIT).

Effectiveness: Effective. Safe and well-maintained facilities supported a positive learning environment.

Action 2.7 – Attendance Monitoring and Supports:
SART and SARB processes were implemented and continuously refined. Tier 2 counseling supports, including attendance groups and check-ins, were provided to students at risk of chronic absenteeism, including English Learners and Long-Term English Learners.

Effectiveness: Highly effective. Data-driven monitoring and targeted interventions contributed to significant reductions in chronic absenteeism and improved overall attendance.

Action 2.8 – Social Emotional Learning (SEL):
SEL strategies, including restorative practices and classroom-based supports, were implemented to promote positive relationships and student well-being.

Effectiveness: Moderately effective. While SEL practices supported student engagement, increases in suspension rates indicate a need for more consistent implementation and alignment across classrooms.

Action 2.9 – Campus Security:
Campus supervision was strengthened through security staff support and increased monitoring of student behavior and campus safety.

Effectiveness: Effective. Increased supervision contributed to improved campus safety and stronger connections with students and families.

Summary
Most actions under Goal 2 were fully implemented and have shown positive impacts on student engagement, attendance, and school climate. Attendance-related strategies, including incentives, monitoring systems, and targeted interventions, were particularly effective, resulting in measurable improvements in attendance outcomes.

However, increases in suspension rates and mixed student perceptions of safety indicate that additional refinement is needed in behavior supports, supervision, and consistency of implementation across classrooms. Continued focus on strengthening MTSS systems for behavior and social-emotional supports, along with improved communication of safety practices, will be essential moving forward.

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

The McCabe Union Elementary School District has maintained its commitment to Goal 2: Providing safe and positive learning environments that foster social-emotional and physical well-being for all students. As a result of this year's reflection and data analysis, no changes have been made to the goal, metrics, or actions for the 2026–27 LCAP year. The goal remains relevant and aligned with stakeholder priorities; however, both local data and state indicators have informed refinements in implementation.

Attendance and Chronic Absenteeism
The district's average attendance rate increased from 95.31% to 96.02%, and chronic absenteeism declined significantly across most student groups, including Socioeconomically Disadvantaged students and English Learners. These improvements indicate that existing strategies, including attendance incentives, monitoring systems, and targeted interventions, are effective.

The district will maintain existing attendance supports while continuing to strengthen Tier 2 interventions through counseling supports, including small group interventions and targeted check-ins for students at risk of chronic absenteeism, particularly English Learners and Long-Term English Learners.

Suspension Rate
Suspension rates increased overall, including among English Learners and Long-Term English Learners. While systems for behavior support and supervision are in place, these trends indicate a need to strengthen consistency in implementation of behavioral supports and reinforce expectations across classrooms.

The district will continue to implement restorative practices, counseling supports, and staff training, with an increased focus on data-informed interventions and consistency of behavior expectations across all sites.

School Climate and Student Safety
Differences between the California Healthy Kids Survey (CHKS) and the district's internal student survey highlighted inconsistencies in student perceptions of safety. The district's internal survey results indicated a higher percentage of students reporting that they feel safe at school, while CHKS results reflected lower levels of perceived safety.

In response, the district has refined its approach to measuring school climate by incorporating multiple measures, including targeted student survey questions within the LCAP survey, to better understand student experiences. Additionally, counseling supports and schoolwide efforts will continue to focus on improving student awareness of safety procedures, reporting systems, and expectations for behavior.

Action Effectiveness and Changes
All actions under Goal 2 are being retained without modification. While no actions have been identified as ineffective, data indicates that some outcomes, particularly related to student behavior and perceptions of safety, require continued refinement. In addition, the list of metrics used to determine the effectiveness of each action was refined.

As a result, the district will focus on:

-Strengthening implementation of behavioral supports and restorative practices
-Improving consistency of expectations and supervision across classrooms
-Expanding use of multiple data sources to monitor school climate and safety
-Continuing targeted supports for student groups requiring additional support

These refinements are intended to improve the effectiveness and impact of existing actions without the need to add or eliminate actions at this time.

Conclusion
Goal 2 remains aligned with district priorities and educational partner input. While no actions have been modified or discontinued, implementation adjustments will continue to be guided by data, with an emphasis on improving student behavior outcomes and ensuring all students consistently feel safe, supported, and connected to their school environment.

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	Professional Development: Safety	G2:1 Additional opportunities to educate students, staff, and parents about safety related topics (e.g. Internet Safety, School Safety, Emergency Response Procedures, Student Well Being, Student Supervision and Behavioral Management Strategies)	$1,550.00	Yes
2.2	Character Development Programs	G2:2 Implementation of Character Development programs such as Peacebuilder and Leader in Me in TK-8 • Implementation of Lighthouse Teams • Student t-shirts and certificates	$8,000.00	Yes
2.3	Course Access Supplemental Programs	G2:3 Course access to a supplemental Music (Band/Orchestra) program during, before, and after school, including Music (Band/Orchestra) Summer Academy. All students have access including unduplicated students and students with exceptional needs.	$60,870.00	Yes
2.4	Attendance Incentives and Outreach	G2:4 Weekly and monthly incentives for classrooms with the highest attendance rate and end-of-year incentives for students with perfect attendance. Implementation of Restorative Practices. Provide personalized outreach to families regarding attendance and chronic absenteeism.	$3,000.00	Yes
2.5	Counseling Services and Support	G2:5	$153,718.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School counselor services will meet the academic, social-emotional, attendance, and career development needs of students. Professional development for staff such as for Trauma Informed Practices.		
2.6	Provide Clean and Safe Facilities	G2:6 Completion of the Facilities Inspection Tool (FIT) on an annual basis. Continuous monitoring of facilities to ensure maintenance and repairs and to support school safety and well being. Invest funds in facilities for maintenance projects and site improvements.	$2,000.00	No
2.7	Attendance Monitoring and Supports	G2: 7 Increased monitoring through the Student Attendance Review Team and Student Attendance Review Board Hearings to address chronic absenteeism by analyzing data, planning interventions for students and parents, and partnering with local authorities and agencies to meet the social-emotional and academic needs of our students. Team members will participate in trainings and in local meetings, committees, and/or Taskforce.	$2,000.00	Yes
2.8	Social Emotional Learning	Purchase online and supplemental curriculum to promote healthy relationships, positive student behavior and to implement restorative practices.	$5,000.00	Yes
2.9	Campus Security	To increase safety, attendance, student connectedness, and a sense of belonging for unduplicated pupils, the district will employ a part-time Campus Security staff member to provide additional supervision and support during the school day, assist with positive student interactions, and strengthen school-to-home communication. The Campus Security staff member will support attendance improvement efforts through proactive outreach, home visits, family engagement, and collaboration with school staff to address barriers to attendance and school participation. This additional support is intended to improve school climate, increase student	$53,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement, and promote a safe and supportive learning environment for unduplicated pupils.		

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
$$1,195,830.00	$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
9.749%	0.000%	$0.00	9.749%

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:** Professional Development **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3,	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

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
	(54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for Long-Term English Learners will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However, because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.2	**Action:** Intervention Support - Paraprofessionals **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students.	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

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
	performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However, because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.3	**Action:** Intervention and Enrichment Opportunities **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

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
	partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	because we expect that all students with achievement gaps will benefit, these actions are provided LEA- wide.	
1.4	**Action:** Parent/Family Involvement **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:**	Parent/Family Involvement (1.4) is a key focus in strengthening the academic achievement of these targeted groups. Staff will provide family engagement supplemental services to engage families of English Learners, Foster Youth, Low Income, and Homeless, including education and workshops for families, such as college and career awareness, student well-being, student safety, and information on students' progress. The district will use advisory councils to promote family participation, serve as liaisons, support the EL program, and provide translation and interpretation services in order to provide meaningful family and community engagement opportunities. Workshop topics will include Internet Safety, Social Media, and Mental Health; Understanding and Supporting Children with Anxiety; Conflict vs Bullying; Leading Students to Excellence-Getting Ready for High School and Building a Healthy Relationship with your Teen. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate Local Indicator Self-Reflection Tool Priority 3: Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	achievement gaps will benefit, these actions are provided LEA-wide.	
1.5	**Action:** Intervention Teacher(s) **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate
1.6	**Action:** Teacher Credentialing	To address these needs, professional development with an emphasis on addressing the	1.3 SBAC Scores in ELA, Math, and CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. The school community values the rich traditions and school culture. Mentorship of new teachers is important to ensure that they have adequate support for success with curriculum, instruction, and assessment and with participation in the rich traditions that make the school special. **Scope:** LEA-wide	needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

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:** Technology **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate
1.8	**Action:** Supplemental Instructional Materials and Licenses **Need:**	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	ELPAC Summative 1.6 Reclassification Rate
1.9	**Action:** College and Career Readiness **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science)	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

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 are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.10	**Action:** Supplemental Instructional Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support	1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

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
	very low performance in all areas. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
2.1	**Action:** Professional Development: Safety **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports.	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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	continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.2	**Action:** Character Development Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), and Long-Term English Learners (19%) and are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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
	in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.3	**Action:** Course Access Supplemental Programs **Need:**	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of	2.4 Expulsion Rate 2.5 Dropout Rate

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
		these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.4	**Action:** Attendance Incentives and Outreach **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), and Long-Term English Learners (19%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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
		implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.5	**Action:** Counseling Services and Support **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%) and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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
		learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.7	**Action:** Attendance Monitoring and Supports **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%), Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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
	Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.8	**Action:** Social Emotional Learning **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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
	(20.5%) and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	

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
2.9	**Action:** Campus Security **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (15.6%), English learner (20.5%) and Long-Term English Learners (19%) are higher than for all students (11.4%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, Long-Term English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners and Long-Term English Learners. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate

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
		the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Language Acquisition and Support for English Learners **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (48.33% ELA, 40.05% Math, 35.39% Science), and English Learners (21.06% ELA, 21.25% Math, 0% Science) students are lower than for all students (54.63% ELA, 47.54% Math, 46.42% Science). Students and SED and English Learners showed an increase in both ELA and Math. However, Long-Term English Learners had a very low performance in all areas. The Foster Youth Subgroup did not generate a	We will use the California English Learner Roadmap as our guide to provide integrated and designated English language development instruction and learning for our ELs and LTELs (Action 1.11). Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners and Long Time English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. Additional support for English Learners and for Long Term English Learners will be provided with supplemental software licenses to meet their targeted needs. Additional support for ELs and	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** Limited to Unduplicated Student Group(s)	LTELs will also be provided with after school tutoring to accelerate English language acquisition and academic progress. English Learners and Long Time English Learners will receive priority and proper testing environment for ELPAC assessments including proper training of classroom teachers, instructional aides, principals, and intermittent assessment specialists monitored by Educational Services. We expect that the academic achievement rates for English Learners will increase significantly as the actions are designed to meet the needs most associated with the language barriers and academic deficiencies of these students.	

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 - McCabe does not receive additional concentration grant add-on funding.

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	$12,265,832.00	$1,195,830.00	9.749%	0.000%	9.749%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,328,552.00	$280,000.00	$0.00	$0.00	$1,608,552.00	$1,437,052.00	$171,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.2	Intervention Support - Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$582,411.00	$0.00	$582,411.00				$582,411.00	
1	1.3	Intervention and Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,771.00	$0.00	$30,771.00				$30,771.00	
1	1.4	Parent/Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000.00	$3,000.00	$6,000.00				$6,000.00	
1	1.5	Intervention Teacher(s)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,001.00	$0.00	$52,001.00				$52,001.00	
1	1.6	Teacher Credentialing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$117,249.00	$40,000.00	$157,249.00				$157,249.00	
1	1.8	Supplemental Instructional Materials and Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.9	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$105,511.00	$5,000.00	$110,511.00				$110,511.00	

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	Supplemental Instructional Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.11	Language Acquisition and Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.12	Expand MTSS Capacity Through Dedicated Intervention Staff (New 2024-25)	All	No				Ongoing	$280,000.00	$0.00		$280,000.00			$280,000.00	
2	2.1	Professional Development: Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,550.00	$0.00	$1,550.00				$1,550.00	
2	2.2	Character Development Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August-June	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.3	Course Access Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July - June	$57,870.00	$3,000.00	$60,870.00				$60,870.00	
2	2.4	Attendance Incentives and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August-June	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.5	Counseling Services and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July-June	$152,218.00	$1,500.00	$153,718.00				$153,718.00	
2	2.6	Provide Clean and Safe Facilities	All	No				July-June	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.7	Attendance Monitoring and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.9	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,471.00	$1,000.00	$53,471.00				$53,471.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1						All Schools									
3	3.2						All Schools									
3	3.3						All Schools									
3	3.4						All Schools									
3	3.5						All Schools									
3	3.6						All Schools									
3	3.7						All Schools									
4	4.1						All Schools									
4	4.2						All Schools									
4	4.3						All Schools									
4	4.4						All Schools									
4	4.5						All Schools									
4	4.6						All Schools									

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
$12,265,832.00	$1,195,830.00	9.749%	0.000%	9.749%	$1,326,552.00	0.000%	10.815 %	**Total:**	$1,326,552.00
								LEA-wide Total:	$1,316,552.00
								Limited Total:	$10,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.2	Intervention Support - Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$582,411.00	
1	1.3	Intervention and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,771.00	
1	1.4	Parent/Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
1	1.5	Intervention Teacher(s)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,001.00	
1	1.6	Teacher Credentialing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	

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	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,249.00	
1	1.8	Supplemental Instructional Materials and Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,511.00	
1	1.10	Supplemental Instructional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	1.11	Language Acquisition and Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
2	2.1	Professional Development: Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,550.00	
2	2.2	Character Development Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	2.3	Course Access Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,870.00	
2	2.4	Attendance Incentives and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.5	Counseling Services and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,718.00	
2	2.7	Attendance Monitoring and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	2.9	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income		$53,471.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,618,999.00	$1,583,633.19

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**	Professional Development	Yes	$5,000.00	$0
1	**1.2**	Intervention Support - Paraprofessionals	Yes	$581,720.00	$562,686.35
1	**1.3**	Intervention and Enrichment Opportunities	Yes	$102,415.00	$82,225.00
1	**1.4**	Parent/Family Involvement	Yes	$9,000.00	$200.00
1	**1.5**	Intervention Teacher(s)	Yes	$52,001.00	$48,077
1	**1.6**	Teacher Credentialing	Yes	$3,898.00	$5,222.29
1	**1.7**	Technology	Yes	$167,249.00	$226,280.34
1	**1.8**	Supplemental Instructional Materials and Licenses	Yes	$10,000.00	$14,965.92
1	**1.9**	College and Career Readiness	Yes	$115,945.00	$105,511.04
1	**1.10**	Supplemental Instructional Programs	Yes	$5,000.00	$3,481.00
1	**1.11**	Language Acquisition and Support for English Learners - ELD	Yes	$500.00	$822.41

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	1.12	Expand MTSS Capacity Through Dedicated Intervention Staff (New 2024-25)	No	$280,000.00	$257,609.50
2	2.1	Professional Development: Safety	Yes	$1,212.00	$0.00
2	2.2	Character Development Programs	Yes	$4,000.00	$1,200.49
2	2.3	Course Access Supplemental Programs	Yes	$58,870.00	$58,329.76
2	2.4	Attendance Incentives and Outreach	Yes	$5,000.00	$750.00
2	2.5	Counseling Services and Support	Yes	$153,718.00	$187,378.14
2	2.6	Provide Clean and Safe Facilities	No	$2,000.00	$2,000.00
2	2.7	Attendance Monitoring and Supports	Yes	$2,000.00	$1,920.00
2	2.8	Social Emotional Learning	Yes	$5,000.00	$0.00
2	2.9	Campus Security	Yes	$54,471.00	$24,973.95

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)
$1,174,495.00	$1,336,999.00	$1,326,023.69	$10,975.31	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	Professional Development	Yes	$5,000.00	$0		
1	1.2	Intervention Support - Paraprofessionals	Yes	$581,720.00	$562,686.35		
1	1.3	Intervention and Enrichment Opportunities	Yes	$102,415.00	$82,225.00		
1	1.4	Parent/Family Involvement	Yes	$9,000.00	$200.00		
1	1.5	Intervention Teacher(s)	Yes	$52,001.00	$48,077.00		
1	1.6	Teacher Credentialing	Yes	$3,898.00	$5,222.29		
1	1.7	Technology	Yes	$167,249.00	$226,280.34		
1	1.8	Supplemental Instructional Materials and Licenses	Yes	$10,000.00	$14,965.92		
1	1.9	College and Career Readiness	Yes	$115,945.00	$105,511.04		
1	1.10	Supplemental Instructional Programs	Yes	$5,000.00	$3,481.00		
1	1.11	Language Acquisition and Support for English Learners - ELD	Yes	$500.00	$822.41		
2	2.1	Professional Development: Safety	Yes	$1,212.00	$0		
2	2.2	Character Development Programs	Yes	$4,000.00	$1,200.49		

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	**2.3**	Course Access Supplemental Programs	Yes	$58,870.00	$58,329.76		
2	**2.4**	Attendance Incentives and Outreach	Yes	$5,000.00	$750.00		
2	**2.5**	Counseling Services and Support	Yes	$153,718.00	$187,378.14		
2	**2.7**	Attendance Monitoring and Supports	Yes	$2,000.00	$2,000.00		
2	**2.8**	Social Emotional Learning	Yes	$5,000.00	$1,920.00		
2	**2.9**	Campus Security	Yes	$54,471.00	$24,973.95		

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)
12,246,500.00	$1,174,495.00	0.00	9.590%	$1,326,023.69	0.000%	10.828%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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