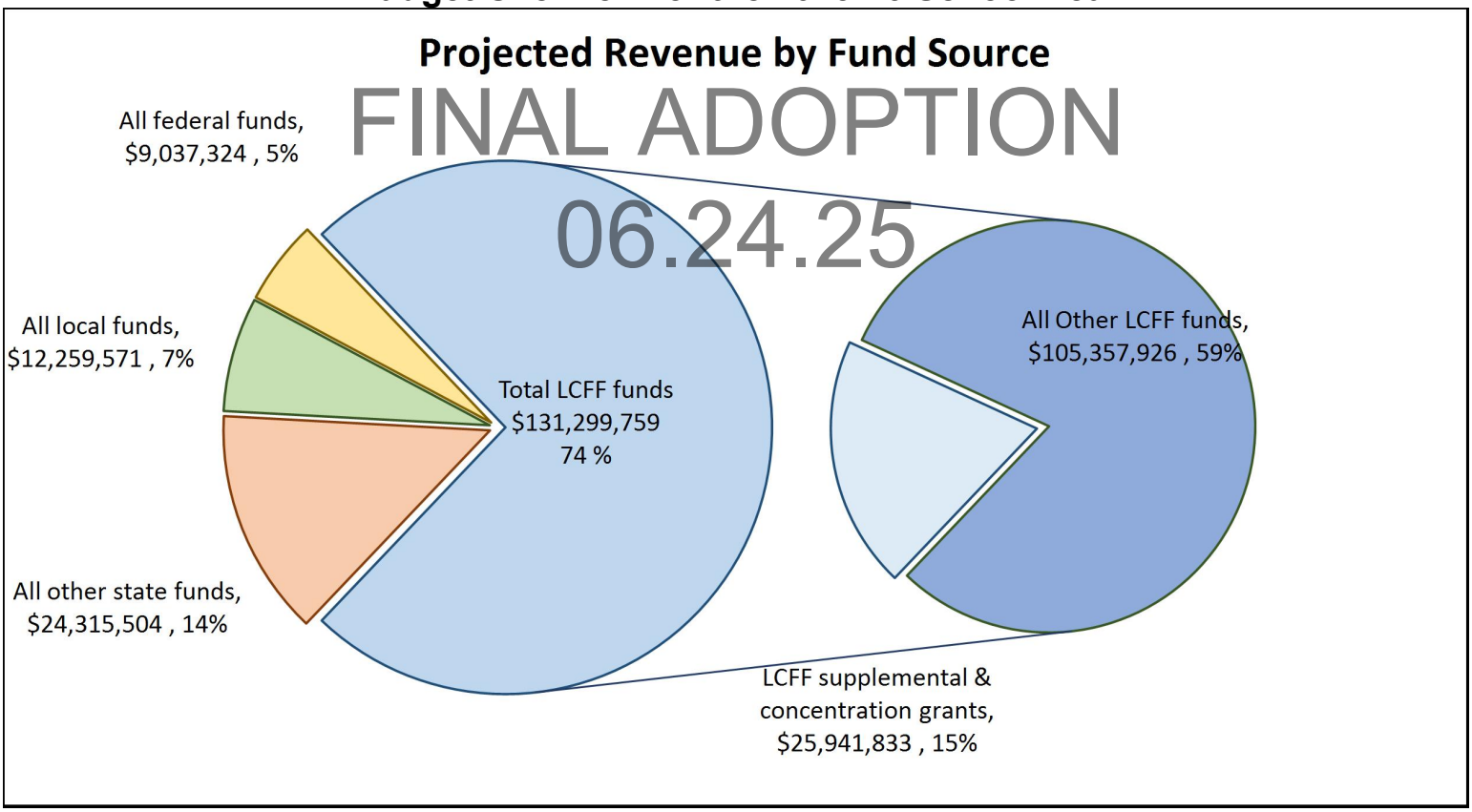
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monterey Peninsula Unified School District
CDS Code: 27660920112896
School Year: 2025-26
LEA contact information:
Cresta McIntosh, Associate Superintendent, Educational Services
Marci McFadden, Chief of Communications
cmcintosh@mpusd.net or mmcfadden@mpusd.net
831-645-1217 or 831-645-1204

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 2025-26 School Year

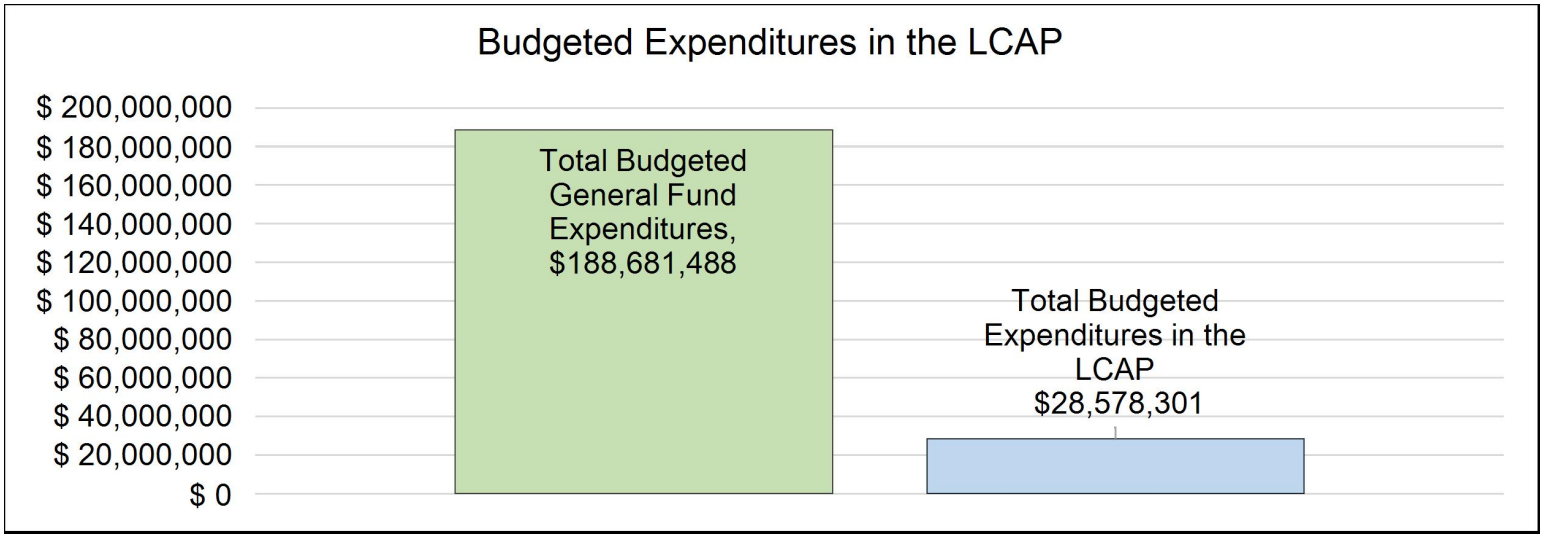


This chart shows the total general purpose revenue Monterey Peninsula Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monterey Peninsula Unified School District is $176,912,158, of which $131,299,759 is Local Control Funding Formula (LCFF), $24,315,504 is other state funds, $12,259,571 is local funds, and $9,037,324 is federal funds. Of the $131,299,759 in LCFF Funds, $25,941,833 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 Monterey Peninsula Unified School District plans to spend for 2025-26. 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: Monterey Peninsula Unified School District plans to spend $188,681,488 for the 2025-26 school year. Of that amount, $28,578,301 is tied to actions/services in the LCAP and $160,103,187 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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Personnel

- Classroom teachers
- Classified staff (non-teaching positions)
- Salaries and benefits

Grant and Other Funding Sources

- Special Education
- Flexible Funding for school sites
- Saturday School (previous year allocation)
- Title I
- Title II
- Title III
- Title IV
- DODEA Grant
- Homeless Grant
- Early Education Grant
- Lottery Proposition 20
- Universal Preschool
- Education Effectiveness
- California Community Schools Partnership Program (CCSPP) Grant
- Art, Music, and Instructional Materials
- Proposition 28 Music Funding
- College and Career Access Pathways (CCAP) Grant
- A–G Grant
- Classified School Employee Summer Assistance Grant
- LCSSP Cohort 8

- CCAP – College and Career Access Pathways R1 and R2
- Children and Youth Behavioral Health Initiative
- Literacy Screening Professional Development
- Certified Wellness Coach Employer Support
- CCRC K–16
- Alder Grant
- Learning Recovery Block Grant
- Teacher Residency Grant
- Expanded Learning Opportunities Grant (ELOP)
- Career Technical Education Incentive Grant (CTEIG)
- Early College and Career Pathway
- Various Federal, Local, and State Programs

Other Budgets
- Department Budgets
- Maintenance
- Technology

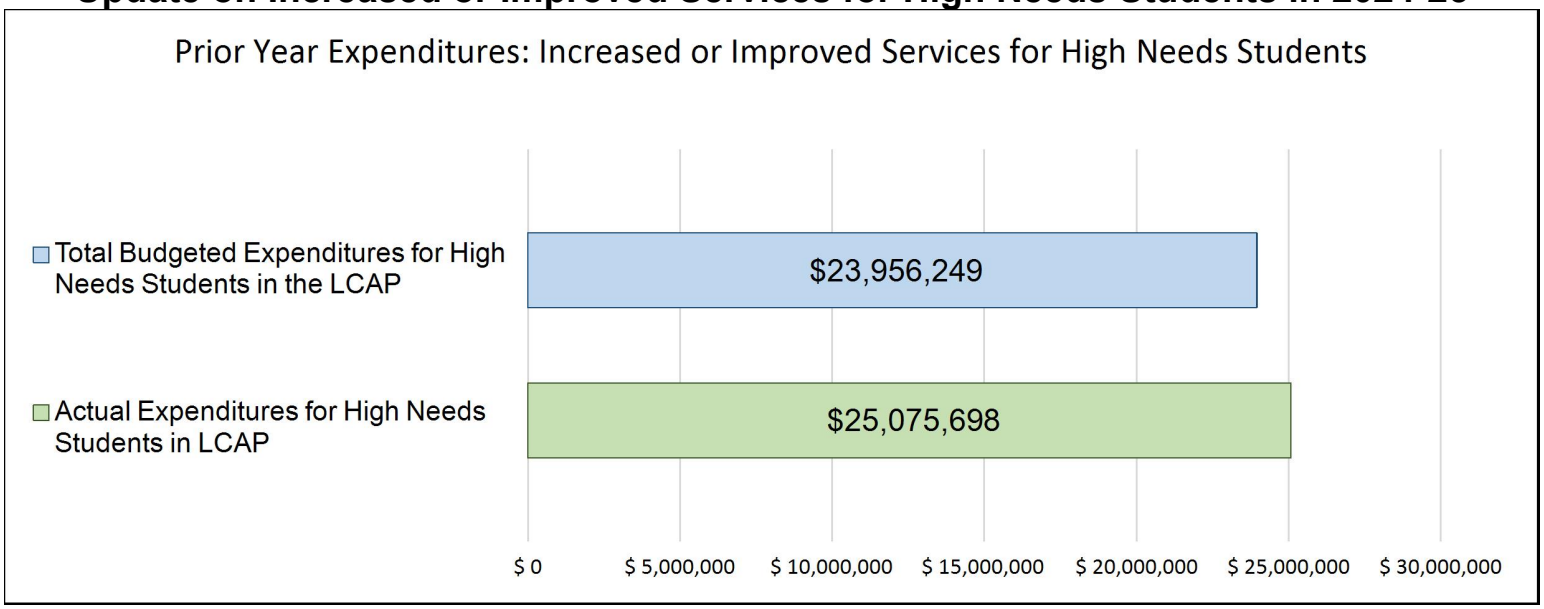
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Monterey Peninsula Unified School District is projecting it will receive $25,941,833 based on the enrollment of foster youth, English learner, and low-income students. Monterey Peninsula Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Monterey Peninsula Unified School District plans to spend $26,147,529 towards meeting this requirement, as described in the LCAP.

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Monterey Peninsula Unified School District's LCAP budgeted $23,956,249 for planned actions to increase or improve services for high needs students. Monterey Peninsula Unified School District actually spent $25,075,698 for actions to increase or improve services for high needs students in 2024-25.

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The difference between the budgeted and actual expenditures of $1,119,449 had the following impact on Monterey Peninsula Unified School District's ability to increase or improve services for high needs students:

*Goal 1 - The reasoning for the difference between budgeted and actual expenditures included: Added 0.1 full-time equivalent (FTE) Middle School World Language Teacher. There were some vacant positions, such as an Elementary World Language Teacher, Career Technical Education Instructors, Community Day School Middle School Teachers, an Independent Study Teacher. We increased High School Summer Intervention, College Readiness Intervention Curriculum, and Goal 1 related professional development.

*Goal 2 - The reasoning for the difference between budgeted and actual expenditures included: increased English Language Arts professional development and curriculum and 1 Early Learning Assistant position was vacant.

*Goal 3 - The reasoning for the difference between budgeted and actual expenditures included: Increased Elementary Newcomer Teacher, English language curriculum and professional development, and a 0.5 full-time equivalent (FTE) vacancy for Middle School Newcomer Teacher.

*Goal 4 - The reasoning for the difference between budgeted and actual expenditures included: increased Science Technology Engineering and Math (STEM) curriculum and professional development and an increase in cost of 6th grade science camp due to increased transportation costs.

*Goal 5 - The reasoning for the difference between budgeted and actual expenditures included: reduced Family Services Specialist/Mental Health staff due to a multi-year grant, increased Positive Behavior Intervention and Supports (PBIS), multi-tiered systems of support (MTSS), professional learning communities (PLC) and professional development (PD) supplies, National Center for Youth Law (NCYL) partnership, and the addition of 1 psychologist and health assistant (FTE - full-time equivalent).

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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
Monterey Peninsula Unified School District	Cresta McIntosh, Associate Superintendent, Educational Services Marci McFadden, Chief of Communications	cmcintosh@mpusd.net or mmcfadden@mpusd.net 831-645-1217 or 831-645-1204

Plan Summary [2025-26]

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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.

ABOUT MPUSD

The Monterey Peninsula Unified School District (MPUSD) is proud to serve the vibrant communities of Marina, Seaside, Monterey, Del Rey Oaks, and Sand City. Established in 1961, MPUSD is dedicated to delivering an exceptional education to every student. Spanning coastal and inland communities, our district offers a wide range of academic and enrichment opportunities to more than 9,200 students.

At MPUSD, we strive to be among the finest public school systems in the nation. Our mission is to provide all scholars with the tools, support, and inspiration to succeed in college, career, and life. We believe the greatest driver of student success is the quality of our teachers and staff. That's why we're deeply committed to attracting, developing, and retaining a talented, diverse, and passionate team of educators and support professionals.

MPUSD WAY: OUR CORE COMMITMENTS

* Every person matters
* Each day counts
* Learn something new every day
* Improve with purpose

* We’re better together

MPUSD TENETS: OUR SIX PILLARS

* Equity
* Creativity and Innovation
* Leadership
* Positive Culture
* Powerful Teaching and Learning
* Service Mindset

Grounded in strong instruction, inclusive culture, comprehensive supports, and collaborative leadership, MPUSD is building innovative, student-centered schools designed for 21st-century learning. Our focus remains clear: accelerate achievement, close opportunity gaps, and create thriving school communities.

DISTRICT SNAPSHOT
(Updated June 2025 for internal data and aligned to the California Dashboard data.)

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* Students: 9,252
* Certificated Staff: 553
* Classified Staff: 758
* 66.1% Economically Disadvantaged
* 25.5% English Learners
* 0.2% Foster Youth
* 18.8% Students with Disabilities (all)
* 19.6% Students Experiencing Homelessness
* 15.9% Military-Connected Students

STUDENT DEMOGRAPHICS
(Aligned to the California Dashboard data.)

* Hispanic/Latino – 62.2%
* White – 18.9%
* African American – 4.5%
* Asian – 4.4%
* Two or More Races – 3.8%
* Filipino – 3.6%
* Pacific Islander – 1.7%
* American Indian/Alaska Native – 0.3%

OUR SCHOOLS AND OFFERINGS

* 3 Early Learning Centers
* 7 TK–6 Schools
* 3 TK–8 Schools
* 2 Middle Schools (grades 7 - 8)
* 3 Comprehensive High Schools
* 1 Alternative High School
* 2 Independent Charter Schools
* 1 Adult School
* 8 After School Academies

OUR PROGRAMS AND SERVICES

* Early Childhood Education
* English Learner Services
* Special Education
* AVID
* Career Technical Education
* Dual Enrollment
* Saturday Academy
* Family Engagement Workshops
* Professional Development

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MORE THAN A DECADE OF PROGRESS

MPUSD proudly marks 11 years of bold transformation, with strategic investments in academics, arts, athletics, facilities, social-emotional support, and staff. We've strengthened instruction, enhanced student voice, expanded enrichment, and improved the physical and emotional environment for learning.

HIGHLIGHTS BY FOCUS AREAS

* Academics: Strong emphasis on early literacy, STEM, dual enrollment, and real-world learning prepares students for success beyond graduation.
* Arts & Music: Visual and performing arts are integrated at every grade level, with dedicated instruction and elective offerings across schools.
* Athletics & Enrichment: Expanded access to extracurriculars includes clubs, sports, field trips, 6th-grade science camp, and afterschool programs.
* Facilities: Thanks to Bond Measure I, campuses across the district are being modernized with safer, more inspiring learning environments. Voters just approved Measure A in November 2024 and we will continue to see additional modernization across our district.

* Social-Emotional Support: All schools are staffed with full-time mental health professionals and offer wraparound services, especially for homeless and at-risk youth.
* Investment in Employees: In 2024, MPUSD reached a historic 10% raise for all staff. Over 10 years, beginning teacher salaries rose 44%; veteran teacher pay increased 30%.

RECOGNITIONS AND AWARDS

MPUSD and its schools have earned numerous state, national, and local accolades for academic excellence, arts education, equity efforts, and workforce investment, including:

* Seaside High: One of eight schools named a national School of Opportunity for creating remarkable opportunities for all students to learn by the National Education Policy Center
* Seaside High: Received AP Computer Science Female Diversity Award for expanding access five years in a row (2021, 2022, 2023, 2024, and 2025)
* Marina, Monterey, and Seaside High: Partner with Monterey Peninsula College to offer an early college and career dual enrollment program
* Marina High and Monterey High: Ranked a U.S. News and World Report Best High School
* Monterey High: Designated an International Baccalaureate World School
* Monterey High: SPARC Academy named Distinguished California Partnership Academy by the California Department of Education
* Monterey High: Silver award winner based on how well schools prepare students for college and career
* Marina High: Partnership of Education Excellence from Monterey Peninsula College for the creation of the dual enrollment College and Career Access Pathways Partnership
* Central Coast High: Model Continuation High School by the California Department of Education for providing exemplary instruction, flexible scheduling, career academies, and support systems for students who thrive in an alternative education setting
* Marina Vista Elementary Arts Academy and Dr. Martin Luther King, Jr. School of the Arts: Named Turnaround Arts California schools
* Dr. Martin Luther King, Jr. School of the Arts: Honored with California Exemplary Arts Education Award by the California Department of Education
* Marina Vista Elementary Arts Academy: Honored with California Exemplary Arts Education Award by the California Department of Education
* La Mesa School, Marshall Elementary, and Monte Vista TK-8: Named Purple Star Schools by the California Department of Education (2024, 2025)
* MPUSD: Named best communities for music education six years in a row (2020, 2021, 2022, 2023, 2024, and 2025)
* MPUSD: Recognized in in 2023, 2024 and 2025 with multiple awards from the California School Public Relations Association for its communication and transparency efforts internally and externally
* MPUSD: Recognized statewide and nationally for its innovation to serve its students facing homelessness and foster youth
* MPUSD: Recognized in 2023 with an AAA rating from Fitch Ratings
* MPUSD: Investment in its workforce; over the last 10 years, beginning teacher salaries increased by 44% and the most experienced teacher salaries increased by 30%
* MPUSD: 94.6% graduation rate (higher than the state and county)
* MPUSD: Recognized with multiple classified school employees, teacher, and administrator of the year awards at the county and statewide levels

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MPUSD continues to raise the bar in public education—supporting every student, family, and educator as we inspire excellence and empower achievement.

Community Day, Community Day Middle, and Central Coast High qualified to receive Equity Multiplier Funds for the 2025-2026 academic school year.

Reflections: Annual Performance

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

Dashboard Performance Overview (2024):

English Language Arts (ELA): MPUSD is in the "Orange" performance level, scoring 33.2 points below standard, with performance maintained (+1.1 points). Several subgroups were flagged Red, including:

- Students with Disabilities
- English Learners
- Long-term English Learners

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Mathematics: The district is in the "Yellow" performance level, with a score of 76.9 points below standard and an improvement of +3.2 points. Despite this growth, the following groups remained in the Red:

- Long-term English Learners
- English Learners
- Students Experiencing Homelessness
- Hispanic Students

Graduation Rate: MPUSD is now in the "Blue" performance level, with a 95.3% graduation rate, marking a +1.8% improvement. This reflects particularly strong outcomes for:

- African American Students
- Hispanic/Latino Students
- No subgroups are in the Red band for graduation.

Chronic Absenteeism: The rate declined by 12.6%, landing at 14% overall and improving the district's status to "Yellow".

College/Career Readiness: MPUSD is in the "Green" performance level, with 61.5% of students meeting the benchmark, up +7.1%. In 2024 at the district level, bo student groups were Red and African American was the only Orange student group.

Suspension Rate: Holding steady in the "Yellow" performance level at 3.6%, with only a minor decline. However, disparities persist and student groups in red on the 2024 Dashboard are:

- African American Students
- Foster Youth
- Long-Term English Learners
- Pacific Islanders

Lowest Performing Student Groups:
Chronic Absenteeism: Students experiencing homelessness and English Learners are persistently impacted (see Goal 5).
Suspension Rates: African American students and students with disabilities are disproportionately affected (see Goal 5).

Math and ELA Red Flags: Students with disabilities and English Learners consistently appear across both subject areas with Red indicators.

This reflection shows encouraging trends in graduation, readiness, and absenteeism reduction but underscores the ongoing and systemic challenges faced by several student groups. The 2025 LCAP will continue prioritizing equity-based investments and targeted interventions to close these gaps. MPUSD continues to prioritize equity-focused strategies to address persistent challenges across student groups. The district has expanded mental health staffing, increased planning time and stipends for special education and math teachers, and deepened job-embedded professional development to support inclusive instruction. Targeted investments in early literacy, mathematics intervention, and English Learner reclassification are aligned to needs identified through performance gaps. Additionally, site-level planning is increasingly data-informed, supported by community partnerships and feedback loops that center the experiences of students with the greatest needs. These coordinated efforts are aimed at closing achievement gaps, improving engagement, and fostering a more supportive learning environment for all.

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For historic transparency and as required by the instructions, the following Student Groups and Schools were identified as Red on the 2023 Dashboard:
ELA:
*Districtwide (EL)
*Central Coast High (All, Hispanic, SED)
*Crumpton (EL)
*Del Rey Woods (Homeless, EL)
*La Mesa (SWEN)
*Los Arboles (All, EL, Hispanic, Homeless, SED, SWD)
*Marina Vista (EL, Hispanic)
*Marshall (SWEN)
*Olson (EL, SWEN)
*Seaside High (All, Hispanic)
*Seaside Middle (EL, Homeless)

Math:
*Districtwide (EL, Hispanic, SED)

*Central Coast High (All, Hispanic, SED)
*Crumpton (EL)
*Del Rey Woods (Homeless, SWEN)
*La Mesa (SWEN)
*Los Arboles (All, EL, Hispanic, Homeless, SED, SWEN)
*Marina High (Hispanic)
*Marina Vista (All, EL, Hispanic, SED, SWEN)
*Monterey High (Homeless)
*Olson (EL, SWEN)
*Seaside High (All, Hispanic, SED)

Graduation: None

Chronic Absenteeism:
*Districtwide (Pacific Islander, SED, SWEN, White)
*Dual Language Academy (SWEN)
*La Mesa (All, EL, Hispanic, SED)
*Los Arboles (EL, Hispanic, Homeless, SWEN)
*Marina Vista (All, Hispanic, Homeless, SED, SWEN, White)
*MLK (Homeless)
*Monte Vista (All, EL, Hispanic, SED, SWEN, White)
*Marshall (Homeless)
*Olson (Asian, SED, SWEN, White)
*Ord Terrace (All, Hispanic, SED, SWEN)
*Seaside Middle (SWEN)

College/Career Readiness:
Central Coast (All, Hispanic, Homeless, SED)

English Language Progress:
*MLK (EL)
*Monte Vista (EL)
*Monterey High (EL)

Suspensions:
*Districtwide: (Black/African American, Foster, Homeless, SED, SWEN)
*Central Coast (All, Homeless)
*Del Rey Woods (SWEN)
*La Mesa (SED)
*Los Arboles (All, Hispanic, Homeless, SED, SWEN)

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*Marina High (All, Black/African American, Hispanic, Homeless, SED, SWEN)
*Monte Vista (SWEN)
*Monterey High (EL, Homeless, SWEN)
*Seaside High (All, Black/African American, EL, Hispanic, Homeless, SED, SWEN)
*Seaside Middle (EL, Homeless, SED)

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goal 1, Action 1.7.

Our needs assessment revealed significant needs regarding math academic performance and socioemotional support among students with disabilities. In response, Goal 1, Action 1.7 focuses on increasing planning time and stipends for special education teachers, expanding the number of school psychologists across the district, and offering increased stipends for math teachers to support the recruitment and retention of highly qualified staff. This is critical, as students with exceptional needs continue to face barriers in math achievement. The action aligns with allowable LREBG fund uses in the area of staffing and professional support for inclusive academic practices.

Reflections: Technical Assistance

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

The response is embedded in the Comprehensive Support and Improvement (CSI) question prompt below.

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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.

For the 2024–2025 school year, Monterey Peninsula Unified School District (MPUSD) had the following schools identified for support under the Every Student Succeeds Act (ESSA).

Comprehensive Support and Improvement (CSI):
Central Coast High School remains identified for CSI due to its graduation rate falling below the 68% threshold, as specified by ESSA guidelines.

Targeted Support & Improvement (TSI):
Seaside and Marina High School are identified for TSI based on suspension for the African American student group, which meets the criteria for TSI.

Additionally, MPUSD has exited Differentiated Assistance for students with exceptional needs and socioeconomically disadvantaged students. However, the district has entered Differentiated Assistance for Long-Term English Learners, reflecting a shift in focus to address the needs of this student group.

Support for Identified Schools

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

For the 2024-2025 school year MPUSD planned to utilize SPSA mid-year and end of year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of their plans.

MPUSD is committed to supporting its identified schools through a collaborative and data-driven approach:

Central Coast High School (CSI):

- The school will continue to implement a comprehensive improvement plan developed in partnership with educational stakeholders, including school staff, students, families, and community members.
- The plan focused on evidence-based interventions aimed at increasing graduation rates, such as credit recovery programs, personalized learning plans, and enhanced student support services.
- MPUSD provided targeted professional development for educators to address instructional strategies that support at-risk students.
- The district allocated resources to support the implementation of the improvement plan, ensuring alignment with the Local Control and Accountability Plan (LCAP) goals.

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Seaside High School and Marina High School (TSI):

- The school engaged in a thorough needs assessment to identify root causes affecting the performance of LTEL students.
- Based on the findings, the school developed and implemented targeted strategies, such as specialized language development programs and culturally responsive teaching practices.
- MPUSD facilitated professional learning communities for educators to share best practices and monitor student progress.
- The district ensured that the school's Single Plan for Student Achievement (SPSA) reflects the targeted support strategies and aligns with district-wide improvement efforts.

Districtwide Differentiated Assistance: Focus on LTELs
As MPUSD exited Differentiated Assistance for Students with Disabilities and Socioeconomically Disadvantaged students, the district entered Differentiated Assistance for Long-Term English Learners (LTELs). In response:

- MPUSD is partnering closely with the Monterey County Office of Education (MCOE) to deliver leadership coaching, instructional strategy support, and systems-level analysis specific to LTEL achievement.
- Support includes targeted professional development through MCOE-facilitated Communities of Practice, data reflection sessions, and alignment of LTEL strategies across both the SPSA and LCAP frameworks.

- District and site leaders will also leverage funding and structures from the California Community Schools Partnership Program (CCSPP) to build stronger relationships with families and community organizations. These partnerships help extend support for LTELs beyond the classroom, addressing attendance, engagement, and socio-emotional needs.
- Ongoing collaboration with the district's Data and Assessment team will ensure that metrics and improvement strategies are well-defined, progress-monitored, and adjusted based on evidence and partner input.

This layered approach—combining site-based planning, county office technical assistance, and expanded community engagement—aims to foster sustainable, equity-driven improvements for student groups identified through state and local performance indicators.

Monitoring and Evaluating Effectiveness

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

To ensure the effectiveness of the support provided to identified schools, MPUSD will implement a robust monitoring and evaluation system:

Data Analysis: Regular analysis of student performance data, including graduation rates, assessment scores, and English language proficiency, will be conducted to assess progress toward improvement goals.

Progress Monitoring: Schools will use formative assessments and other progress monitoring tools to track student achievement and adjust instructional strategies as needed.

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Stakeholder Engagement: Ongoing engagement with stakeholders, including families and community members, will provide valuable feedback on the implementation and impact of improvement strategies.

Plan Revisions: Based on data and stakeholder input, schools will revise their improvement plans annually to address emerging needs and ensure continuous progress.

MPUSD will document these monitoring and evaluation activities within the SPSA and LCAP, ensuring transparency and accountability in the district's continuous improvement efforts.

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
School Site Council - Parents, Community, Teachers, Administrators, and (potentially) students	Most of our school sites rolled out a presentation on what the LCAP is, what the Federal Addendum is, the 2024-2025 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. The district asked participants to engage feedback and an online survey to help inform the 2025-2026 LCAP. The meetings were held as follows: Elementary School Site Council Meetings Crumpton Elementary School | February 18, 2025 Del Rey Woods Elementary School | February 18, 2025 Dual Language Academy of the Monterey Peninsula | February 27, 2025 Dr. Martin Luther King, Jr. School of the Arts | February 18, 2025 La Mesa School | January 9, 2025 Marina Vista Elementary Arts Academy | January 21, 2025 Olson Elementary School | February 11, 2025 Middle School Site Council Meetings Seaside Middle School | January 23, 2025 High School Site Council Meetings Central Coast High School | January 22, 2025 Marina High School | January 21, 2025 Monterey High School | February 5, 2025 Seaside High School | January 30, 2025

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Educational Partner(s)	Process for Engagement
	Equity Multiplier funds were also discussed at a School Site Council on January 22, 2025 for Central Coast, Community Day, and Community Day Middle.
District Community LCAP Meeting - Parents, Guardians, Students, Administrators, Teachers, Staff and Community	Based on previous history and lack of participation at several districtwide meetings, the district held a special Board of Education town Hall specific to the LCAP. The district promoting the Town Hall aggressively and had increased participation than in previous years. During this Town Hall, the district rolled out an abbreviated presentation on what the LCAP is, what the Federal Addendum is, the 2024-2025 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. The district printed out poster charts on each LCAP goal with data on measurements of how we are making progress to achieving the goal, as well as how investments were made on each goal. Participants engaged in deep discussion on the data, the current investments, and reflections on what they would like to invest in to help inform the 2025-2026 LCAP. The district took notes and summarized the engagement feedback provided to inform the development of the 2025-2026 LCAP. The meeting was held as follows: Tuesday, February 25, 2025
District English Language Advisory Council	The district rolled out a presentation on what the LCAP is, what the Federal Addendum is, the 2024-2025 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. This year, the district printed out poster charts on each LCAP goal with data on measurements of how we are making progress to achieving the goal, as well as how investments were made on each goal. Participants engaged in deep discussion on the data, the current investments, and reflections on what they would like to invest in to help inform the 2025-2026 LCAP.

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Educational Partner(s)	Process for Engagement
	The district took notes and summarized the DELAC engagement feedback provided to inform the development of the 2025-2026 LCAP. The meeting was held on November 13, 2025 @ 6 p.m.. The district provided the proposed 2025-2026 LCAP to the DELAC for feedback, input, and sign off on Wednesday, May 21, 2025 @ 6 p.m.
Student Leadership LCAP Engagement Meetings	The Superintendent and Chief of Communications visited school sites to engage students on the 2025-2026 LCAP. The Superintendent asked students two guiding questions - what's going well at their school site and what needs improvement at their school site - to help inform how to invest funding for the 2025-2026 LCAP. Student engagement dates were held as noted below (note not all schools were visited.) Elementary Schools Crumpton Elementary School | January 14, 2025 Del Rey Woods Elementary School | December 18, 2024 Dual Language Academy of the Monterey Peninsula | January 29, 2025 Dr. Martin Luther King, Jr. School of the Arts | November 22, 2024 La Mesa School | April 24, 2025 Marina Vista Elementary Arts Academy | February 27, 2025 Marshall Elementary School | February 3, 2025 Monte Vista Elementary School | February 27, 2025 Olson Elementary School | January 24, 2025 Ord Terrace Elementary School | January 22, 2025 Middle Schools Los Arboles Middle School | January 13, 2025 Seaside Middle School | January 23, 2025 High Schools Central Coast High School | November 20, 2024 Marina High School | February 12, 2025 Monterey High School | November 7, 2024

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Educational Partner(s)	Process for Engagement
	Seaside High School | November 18, 2024
Educational Partner Meetings - Monterey Bay Teachers Association, Classified School Employees Association, school site principals, other school personnel, and etc.	The district rolled out a presentation on what the LCAP is, what the Federal Addendum is, the 2024-2025 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. The district asked participants to provide feedback during the meeting, as well as on an online survey to help inform the 2025-2026 LCAP. Classified School Employees Association - April 30, 2025 Monterey Bay Teachers Association - April 24, 2025 Additionally, throughout the school year, the district worked with its school site principals and other school personnel to engage feedback. Some of these school representatives serve on the district's LCAP Committee, as well.
LCAP Task Force Meetings (MPUSD's LCAP Task Force comprises parents, students, staff, teachers and serves as MPUSD's Parent Advisory Committee)	The district rolled out an initial presentation on what the LCAP is, what the Federal Addendum is, the 2024-2025 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback at the first District LCAP Task Force meeting. At the second Task Force meeting, the district provided data on various metrics being measured for the Task Force to help review and provide insights on to guide the development of the 2025-2026 LCAP. At the third meeting, the Task Force looked ant educational partner feedback to date and helped summarize what stakeholders wanted to see invested in for the subsequent LCAP. During the fourth meeting, the district shared what educational partners wanted to see invested in the 2025-2026 LCAP and showed proposed investments. Task Force members provided feedback specific to whether or not the district was capturing what educational partners wanted. At the final meeting, the district shared the draft 2025-2026 LCAP to the Task Force and received feedback and approval to advance to the Board of Education for public hearing and approval. Meetings were held as noted below:

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Educational Partner(s)	Process for Engagement
	November 21, 2024 February 19, 2025 April 3, 2025 April 24, 2025 May 22, 2025
LCAP Survey	Last year, the district partnered with ThoughtExchange to enhance the feedback it received from educational partners. Due to the cost of this platform, the district scaled back and rolled out a Google survey. The district put this survey out through its regular communications to families, all staff, and the community on a weekly basis. School sites also pushed the survey out in their regular communications with families. In addition, it posted on its social media accounts. The survey was housed on the district's website for easy access. During the school site and districtwide LCAP meetings, the survey was also made available. Survey Metrics English Survey: 67 participants Spanish Survey: 14 participants The survey metrics received were lower this year. We believe the density of the survey questions compared to providing general thoughts in a free exchange led to this lower response rate. Additionally, many of our Spanish-speaking families may not have understood or been able to access the survey questions easily.
Annual Mid-Year LCAP Update to the Board of Education (and public at large)	Local Education Agencies (LEAs) are to present an update on the Annual Update to the 2024-2025 Local Control Accountability Plan (LCAP) and Budget Overview for Parents on or before the end of February each year, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following: California Education Code (EC) sections 47606.5(e), 52062(a)(6), and 52068(a)(6) require LEAs to present a report on the annual update to the LCAP and the Budget Overview for

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Educational Partner(s)	Process for Engagement
	Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA. The report must include both of the following: - All available midyear outcome data related to metrics identified in the current year's LCAP. - All available midyear expenditure and implementation data on all actions identified in the current year's LCAP. The district provided the mid-year update on February 11, 2025 to its Board of Education. Link to presentation: https://go.boarddocs.com/ca/mpusd/Board.nsf/files/DDMNMH60954A/$file/2.11.25%20Board%20Mid-Year%20LCAP%20Update.pdf
SELPA	Sent LCAP to the county SELPA on 6.17.25 for review.

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

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DISTRICTWIDE LCAP ENGAGEMENT MEETING (BOARD OF EDUCATION TOWN HALL)

SUMMARY: Key points from Goal #1: College and Career
Counseling and Support: Improve access to qualified counselors with tailored approaches, increase the number of counselors and math tutors, and provide more support for students pushing for college and career readiness.
College and Career Preparation: Start college preparation earlier, enhance K-12 grade preparation, increase opportunities for students to learn about college and career options, and strengthen GEAR UP and other related programs.
Career Technical Education (CTE): Expand CTE options, ensure broader access to CTE classes, pay CTE teachers comparable to their field, and increase trades programs.
Educational Quality and Curriculum: Improve the quality of education, revise the high school grading scale, implement culturally relevant curriculum, and provide bias training for educators.
Community Engagement and Partnerships: Engage with specific communities for feedback, collaborate with communities to support multilingual learners and underrepresented students, increase internships with local communities, and host parent nights focused on careers and colleges.
Data and Evaluation: Collect data on Historically Black Colleges and Universities, look at the process to identify students on track, and consider student perceptions of college and career.
Teacher Access and Development: Ensure teachers have access to opportunities, provide additional prep for math teachers for peer-to-peer learning, and inform teachers about truancy.
Student Voice and Activities: Increase student voice in classrooms, invite programs to speak about relevancy and access, provide hands-on

activities, and schedule visits from Monterey Peninsula College.

Summary: Key points from Goal #2: Early Literacy/Reading
Community Collaboration: Work with local agencies (churches, etc.) and libraries (book mobiles) to emphasize the importance of reading.
Parent Support and Engagement: Provide support to parents with infants and toddlers, collaborate with parents beyond 3rd grade, inform parents about reading resources like Raz Kids, provide opportunities for parents to understand curriculum and pedagogy, offer supplemental resources, and increase communication about parent workshops.
Resource Allocation and Support: Allocate more money to this goal, provide more accelerated learning specialists (2 at each site), and offer tutors starting in kindergarten.
Reading Programs and Activities: Offer a summer reading program, provide educational books, consider home visits, and provide scholarships for the CSUMB reading center.
Instructional Practices: Implement culturally relevant teaching, consider peer-to-peer learning with stipends, and ensure reading applications are approved by the district.
Assessment and Equity: Address bias in the CAASPP, focus on targeting subgroups, and promote cultural literacy.

Summary: Key points from Goal #3: Supporting Multilingual Learners
Specialized Staff: Need for a Multilingual Language specialist or TOSA, and a Newcomer counselor.
Targeted Support: Provide accelerated learning specialists for long-term English language learners, and additional prep for high school newcomer planning.
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Community Engagement: Increase access for community groups, create a welcoming environment, and build community partnerships for language and cultural experiences.
Translation and Accessibility: Offer translation for dialects and indigenous languages.
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Data and Evaluation: Provide more long-term data, evaluate program effectiveness, and track RFEP (redesignated fluent English proficient) rates, particularly at Seaside High School.
Student Understanding and Assessment: Ensure students understand what "English Learner" means, inform dates for assessments like ELPAC, iReady, and SBAC, and check if teachers are adjusting instruction to mirror assessments.
Parent Involvement: Offer HLS professional development/workshops for parents, and workshops on redesignating fluent English proficient.
Differentiated Instruction: Provide differentiated supports and instruction.
Goal Setting: Support goal setting for Multilingual Learners at Monterey High School.

SUMMARY: Key points from Goal #4: Mathematics and Science
Real-World Relevance: Connect math and science to real-world applications, employment, and career days. Address practical math skills (e.g., what if the power goes out).
Student Engagement: Make math fun, connect with students across demographics, and build interest in math and science (e.g., through programs like MESA).
Instructional Support: Provide parent guides for supporting instruction at home, address confusing content and complex strategies, and recap lessons for absent students.
Financial Literacy: Ensure the availability of financial literacy education.
Assessment and Data: Align iReady settings with performance, consider alternate assessments beyond iReady, and compare data to successful districts with similar demographics.

Resources and Staffing: Consider adding more math teachers, providing teacher assistants, increasing funds for SAS, ensuring qualified substitutes, and paying enough to retain math instructors.
Learning Strategies: Employ different learning strategies (e.g., signing), and use educational games (while some suggested deleting games/technology).
Targeted Investment: Invest in supporting students multiple grade levels below before high school, invest in ELOP programs for math, and target investment for focus groups.
Teacher Collaboration: Have common prep time for high school math teachers (7 periods).
Science Facilities: Ensure science facilities are inspiring and meet NGSS standards.
Fluency Practice: Incorporate fluency practice in math.
Parent Education: Provide parent education on Ready math strategies.

SUMMARY: Key points from Goal #5: Multi-Tiered Systems of Support and Engagement
Staffing and Support: Increase providers of color, consider after-school mental health services, make mental health staff more visible, hire staff of color (e.g., school psychologists), and consider a Dean of Students and Culture at the middle school level.
Suspension and Absenteeism: Examine supports for suspension reductions, create a task force for suspension rates and chronic absenteeism, consider alternatives to suspensions, and address suspension rates for Pacific Islander students by collaborating with their elders.
Community and Parent Engagement: Increase collaboration with community organizations, have community organizations present to the Board of Education, involve parents at Saturday Academy, and improve ParentVue information and usability.
Student Support and Activities: Implement a life coaching program for kids, increase supervision around bathrooms, provide more CTE pathways (e.g., cosmetology, aviation), help students with scholarships and athletic recruitment, and organize events to attract college recruiters.
Program Improvement: Invest in better food, model programs like Soul Patrol on other campuses, further invest in PBIS staff and systems, and continue using EveryDay Labs.
Communication and Culture: Give students more time to talk with teachers, support intergenerational conversations, enforce dress codes, and address cultural competency.
Curriculum and Language: Add Xinochil language and consider Cara y Carazon classes.
Data and Access: Format dashboard information to show all district data, and ensure CBOs work with top-tiered students.

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STUDENT ENGAGEMENT MEETINGS
Student engagement meetings produced the following key themes:

WHAT'S GOING WELL (STUDENTS)
Positive Student-Adult Relationships: Students consistently praised teachers, counselors, and staff who are supportive, helpful, and "teach from the heart." Individualized support (especially at alternative and high schools) makes a big difference in engagement and success.
School Culture & Belonging: Students feel there are safe, inclusive spaces developing—often citing clubs, student leadership, spirit weeks, cultural activities, and social-emotional support groups. Leadership programs (e.g., Link Crew, student council) and fun events (e.g., assemblies, field trips, dances) build connection.
Engaging Environments & Enrichment: Strong appreciation for playgrounds, murals, art/music programs, and opportunities like dual enrollment, CTE, and field trips. Students at all levels enjoy creative outlets and hands-on learning.

Meal Program Improvements: Several sites (especially secondary) noted recent improvements to lunch variety, sandwich shops, salad bars, and free food access as a plus.
Recess, Flex Time & Breaks: Students value having time to socialize and reset. Flex time (especially at secondary) is working well for athletes and students who need time for homework.

WHERE CAN WE IMPROVE (STUDENTS)
Facilities & Maintenance Issues: Bathrooms are a top concern across all grade levels, especially cleanliness, privacy (stall gaps), and availability of supplies. Broken or aging infrastructure: water fountains, soap dispensers, playground structures, HVAC, lockers, fields, and stage areas were frequently mentioned. Students also mentioned gaps in heating and plumbing, cracked sidewalks, dirty cafeterias, and unsafe surfaces.
Food Quality & Access: Meal variety and food taste were consistently flagged. Students want more options, especially healthier, vegetarian, and culturally relevant meals. Long lunch lines and food running out were common complaints. Students want more lunch time and additional food access points (vending machines, afterschool snacks).
Engagement, Electives & Course Options: Many secondary students feel they lack access to engaging classes, especially in the arts, hands-on electives, and career prep (e.g., cosmetology, tattoo design, business, sewing). There's a strong call for more field trips, guest speakers, and real-world learning, especially at continuation and alternative schools.
Mental Health & Student Well-Being: Students want better access to mental health support and more trust-based adult relationships—especially for those with trauma or unstable home lives. More calm spaces, SEL time, and empathy-focused programming are requested.
Safety, Behavior & Discipline: Students noted a need for better supervision on playgrounds, consistent enforcement of rules, and responses to fights, bullying, and disrespect. Some noted disrespectful behavior in bathrooms and hallways, highlighting the need for improved supervision and peer accountability.
Access & Equity Gaps: Students flagged uneven access to electives, funding, equipment, and programs across school sites, particularly in comparison to neighboring schools. Disparities in sports programs, AP/IB offerings, arts access, and counseling support were raised.

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The district received valuable feedback during each school site level meeting and districtwide meetings, as well as survey data and community data dives on our YouthTruth Survey. The scope of input had a significant influence and impact on the development of the LCAP. Based on the entirety of educational partner feedback from engagement meetings and survey results, LCAP funds will be invested in the following noted below.

Additionally, after engaging our educational partners of Equity Multiplier schools, the trends/ideas/inputs that emerged from the analysis of feedback received (as noted above) is noted below in how input was taken and were investments were made.

SURVEY THEMES
Summary of Community Input: Spring 2025 LCAP Feedback Survey

MPUSD engaged educational partners — including students, families, staff, and community members — through surveys available in both English and Spanish. Their feedback was vital in shaping our goals and actions for the 2025–2026 Local Control and Accountability Plan (LCAP). We asked educational partners if the district was meeting the goal area. For example, MPUSD prepares all students to be college and career ready, MPUSD prepares all students to be proficient in reading by the end of third grade, MPUSD prepares emerging bilingual scholars (English language learners) to be redesignated English proficient by middle school, MPUSD prepares all students to be proficient in

math and science by the end of 5th and 8th grades, and MPUSD provides various programs and services to meet the social and emotional needs of students, engages community and educational partners and provides connectedness through positive school culture. The responses are below:

Goal 1: College and Career Readiness
English Survey
- Strongly Agree: 41% | Agree: 42%
- Disagree: 8% | I Don't Know: 6% | No Response: 3%

Spanish Survey
- Strongly Agree: 33% | Agree: 67%

Goal 2: Proficiency in Reading by End of 3rd Grade
English Survey
- Strongly Agree: 47% | Agree: 35%
- Disagree: 7.6% | I Don't Know: 7.6% | No Response: 3%

Spanish Survey
- Strongly Agree: 25% | Agree: 75%

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Goal 3: Redesignation of Emerging Bilingual Scholars
English Survey
- Strongly Agree: 35% | Agree: 32%
- Disagree: 9% | I Don't Know: 21% | No Response: 3%

Spanish Survey
- Strongly Agree: 92% | Agree: 8%

Goal 4: Proficiency in Math and Science by End of 5th and 8th Grade
English Survey
- Strongly Agree: 47% | Agree: 24%
- Strongly Disagree: 3% | Disagree: 11% | I Don't Know: 11% | No Response: 3%

Spanish Survey
- Strongly Agree: 75% | Agree: 25%

Goal 5: Safe, Inclusive, and Supportive School Environments
English Survey
- Strongly Agree: 39% | Agree: 44%
- Strongly Disagree: 1.5% | Disagree: 6% | I Don't Know: 8% | No Response: 1.5%

Spanish Survey
- Strongly Agree: 67% | Agree: 33%

SURVEY KEY THEMES

Programs and Services Families Want Continued:

- Social-emotional support and mental health services, with a call for expansion.
- After-school clubs and programs, including arts, music, dance, PE, and STEM activities.
- Transportation support for field trips and athletic events.
- Access to free meals and affordable childcare/after-school care programs.
- High-quality academic enrichment — expanded AP, honors, and accelerated learning opportunities.
- Support for all students, including those not identified for intervention but still needing academic help.
- Career Technical Education (CTE) pathways and trade school options.
- Library services and nutrition education.

Top Priorities for the 2025–2026 Plan:

- College and Career Readiness beginning earlier (upper elementary and middle school).
- Expanded mental health supports and focus on positive school culture and connectedness.
- Accelerated programs for high-achieving students and differentiation.
- Stronger academic supports in reading, math, and science fundamentals.
- Increased safety measures on campuses, including suggestions for school resource officers (SROs) and facility improvements.
- Increased parent engagement through workshops, communication tools, and community-building efforts.
- Arts, athletics, and extracurricular enrichment seen as vital to student success.

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Spanish-speaking Families Emphasized:**

- Academic Achievement (reading, math, English language acquisition).
- School Safety and preparedness.
- Parent workshops to support student learning.
- Expanded tutoring programs and continued after-school opportunities.
- Support for newly arrived families, including access to citizenship and English classes.

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This extensive input has significantly shaped MPUSD's 2025–2026 LCAP strategies, ensuring that investments and initiatives reflect the expressed needs and priorities of our educational partners.

HOW FEEDBACK INFORMED THE LCAP DEVELOPMENT

The district is investing in a variety of educational initiatives based on feedback from educational partners. These investments include:

GOAL 1: College and Career Readiness

Our educational partners — students, families, staff, and community members — voiced a clear desire for greater college and career preparation, earlier access to preparatory programs, expanded career pathways, and more engaging and culturally relevant learning experiences. In response, we are proposing and continuing key investments to strengthen college and career readiness across MPUSD:

College and Career Preparation and Support:
Educational partners requested earlier access to college readiness programs like GEAR UP, increased counselor support, real-world learning opportunities such as internships and field trips, and more help with scholarships and athletic recruitment.
In response, we are expanding our AVID program, hosting more college and career nights, increasing field trips and internships, and building partnerships with local employers and higher education institutions like Monterey Peninsula College (MPC). We are also investing in lowering student-to-counselor ratios by adding additional counseling support focused on postsecondary preparation.

Career Technical Education (CTE):
Our partners asked for more access and equity in CTE, the expansion of CTE pathways (such as cosmetology and aviation), competitive compensation for CTE teachers, and more trades-based learning opportunities.
In response, we are addressing these priorities by developing new and expanded CTE pathways, strengthening existing CTE programs, and providing increased support for CTE teachers to ensure students are workforce-ready upon graduation.

Educational Quality and Curriculum:
Feedback highlighted the need for culturally relevant curriculum, grading scale revisions, and increased educator training around bias and inclusivity.
In response, we invested in professional development on addressing bias, enhanced curriculum to include more inclusive and culturally responsive materials, expanded world language offerings at the middle school level, and added library/media specialists to support literacy and research skills.

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Enrichment and Student Engagement:
Students and families called for expanded access to music, arts, sports, and meaningful student activities, along with more hands-on, engaging learning experiences.
In response, we are strengthening our Visual and Performing Arts programs, increasing support for athletic programs (including transportation), and offering a wider range of afterschool activities and enrichment opportunities.

GOAL 2: Achieve 3rd Grade Literacy Standards

Our educational partners — students, families, staff, and community members — identified a critical need to improve reading proficiency, particularly at early grades, and to ensure consistent literacy support across all schools. They emphasized the importance of early intervention, more accessible literacy resources, and family engagement in supporting literacy development at home. Through targeted investments, we are committed to ensuring every student builds the strong literacy foundation necessary for future academic success.

Early Learning and Foundational Support:
Our partners asked for increased support for parents of infants and toddlers, stronger home-school connections at the kindergarten level, robust academic foundations beginning in preschool, and expanded access to summer reading programs and book distribution.
In response, we invested in hiring Early Learning Assistants at the elementary level, a dedicated Early Learning Teacher on Special Assignment (TOSA) to strengthen early childhood programs, Transitional Kindergarten (TK) staffing support and Kindergarten Round-Up events to prepare young learners, expansion of early literacy interventions personalized to individual student needs, and addition of Elementary Accelerated Learning Specialists and Elementary Library Specialists to bolster reading programs.

Targeted Literacy and Intervention Support:
Our partners asked for more accelerated learning specialists and early tutoring, greater use of culturally relevant teaching practices, and scholarships and supports to promote early learning opportunities.
In response, we invested in targeted literacy interventions aligned to identified student needs, expanded culturally responsive instructional practices in early grades, and early acceleration support to help students meet critical literacy milestones.

Literacy and Family Engagement:
Our partners asked for stronger partnerships with community organizations (e.g., churches, libraries, bookmobiles), family support beyond 3rd grade, better promotion of digital reading tools like Raz Kids, and clearer communication about curriculum and literacy workshops.
In response, we invested in expansion of family workshops supporting literacy at every stage, stronger communications around reading resources, tools, and programs, and partnerships with community organizations to extend literacy promotion beyond school walls.

GOAL 3: English Language Learners

Our educational partners — students, families, staff, and community members — emphasized the need for targeted academic support, inclusive family engagement, and clear communication to ensure success for emerging multilingual learners at all grade levels. Through strategic investments, we are committed to ensuring every emerging multilingual learner is empowered to thrive academically, linguistically, and socially.

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Strengthening Support for Multilingual Learners:
Our partners asked for targeted support for long-term English learners (LTELs) and high school newcomer students, differentiated instruction and better support in understanding assessments, and goal-setting systems to empower multilingual learners in their academic journey.
In response, we invested in newcomer teachers and a newcomer accelerated learning specialist to address unique student needs, bilingual assistant support across schools, additional English Language Development (ELD) teachers at middle and high schools, increased academic support in reading, writing, and math specifically for multilingual learners, tutoring programs offered during and after school hours, and enhanced English learner testing support, including staffing and materials to ensure timely and effective assessment.

Family and Community Engagement:
Our partners asked for stronger supports for multilingual learners and underrepresented groups, more welcoming environments and access for diverse community groups, deeper community collaboration and partnerships that celebrate cultural and linguistic diversity, and workshops to help families understand tools like the Home Language Survey (HLS) and reclassification processes.
In response, we invested in community liaisons assigned to elementary, middle, and high schools; expanded family workshops and parent engagement opportunities, increased staffing and programs that foster belonging and build authentic partnerships with families, community and parent night events celebrating multilingualism and culture, and programs tailored specifically for multilingual learners, including opportunities for student voice in program planning and feedback.

Communication, Monitoring, and Program Effectiveness:
Our partners asked for improved access to translation services, including support for indigenous languages and dialects, clearer communication about major assessments (e.g., ELPAC, i-Ready, SBAC), and long-term data tracking on Redesignated Fluent English

Proficient (RFEP) rates and program evaluation.
In response, we invested in enhanced English learner testing support — staffing, training, and materials for efficient communication and assessment, systems to track student progress toward English proficiency and successful redesignation, and implementation of monitoring tools to ensure program effectiveness and continuous improvement for multilingual learners.

Goal #4: Master 5th and 8th Grade Math and Science Standards

Our educational partners — students, families, staff, and community members — emphasized the need for relevance: making math and science instruction meaningful for real life, careers, and employment; practical skills: integrating practical math skills like financial literacy into instruction; hands-on experiences: increasing hands-on learning opportunities and STEM career exposure through activities like MESA and career days; and student engagement: building student interest early through programs and experiential learning. In response, we invested in:

- STEM Teacher on Special Assignment: Dedicated to embedding real-world connections in math and science instruction.
- Hands-on Learning Opportunities: Including field trips (such as 6th grade science camp) to engage students in practical, applied learning experiences.
- Programs to Boost Achievement: Investments in resources specifically designed to support student success in math and science.
- Financial Literacy Integration: Embedding financial literacy education into the broader math curriculum to ensure practical application.
- Tutoring and Interventions: Before- and after-school math tutoring programs to help students at risk of falling behind.
- Curriculum Support: Use of the iReady curriculum and related support tools for intervention and assessment alignment.
- Parent Engagement: Math strategy guides and educational workshops for families to better support math learning at home.
- Accelerated Learning Specialist: Focused support at the middle school level to deepen math proficiency.
- Assessment Review: Ongoing evaluation of assessment tools to ensure relevance and effectiveness.
- Staffing and Facilities Enhancements:
- Targeted Staffing: Ensuring adequate and specialized staffing for math instruction, including qualified substitutes and interventionists.
- Collaborative Time for Teachers: Scheduling common preparation periods for math staff to collaborate and improve instructional quality.

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GOAL 5: Multi-Tiered Systems of Support, School Climate, Transparency and Engagement

Our educational partners — students, families, staff, and community members — emphasized the need for increased mental health support, inclusive and restorative practices, and stronger family and community engagement to foster safe, supportive school environments where every student can thrive. Through these investments, we are committed to fostering welcoming, inclusive, and supportive environments where every student feels safe, valued, and empowered to succeed.

Safe, Supportive, and Inclusive School Environments:
Our partners asked for an increase of mental health staffing, with a focus on hiring diverse providers, expanded after-school access to mental health services, creating deans of students and culture at middle schools, reducing suspensions and chronic absenteeism, and collaborating

with community elders and establish alternatives to suspension through a dedicated task force.
In response, we are investing in deans of climate and culture at high school sites to foster positive environments and support behavior intervention, expansion of staffing of mental health therapists, social workers, and school psychologists, director of Attendance, Safety, and Prevention to lead district-wide efforts to improve school climate and student attendance, Director of Multi-Tiered Systems of Support (MTSS) to coordinate academic, behavioral, and social-emotional supports, tools and systems to track and reduce absenteeism and suspensions, supporting early intervention, and strengthened partnerships with community-based organizations to broaden support for students and families.

Family and Student Community Engagement:
Our partners asked for increased collaboration with community organizations within school spaces, improved family communication using platforms like ParentVue, more parent involvement opportunities, including Saturday Academy and parenting workshops, and promotion of Positive Behavioral Interventions and Supports (PBIS), EveryDay Labs, and culturally responsive practices.
In response we are investing in district and school site resource centers, including targeted resources for foster youth and students experiencing homelessness; parenting classes, workshops, and trainings focused on academic success and school navigation; enhanced communications systems (ParentSquare, DocTracking, Edlio websites, Language Line, and more) to increase accessibility and transparency; ongoing investments in social-emotional learning programs and PBIS systems to promote positive school climates; continued use of EveryDay Labs to support student attendance and family engagement strategies; and hiring a dedicated Communications Specialist to improve district-wide family engagement, outreach, and transparency.

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GOAL 6: Within two years, all students, and particularly low-income, and hispanic youth, will demonstrate growth towards meeting or exceeding standards in ELA as measured by CAASPP test results and local benchmark assessments. This goal is funded through Equity Multiplier funds and includes actions, services, and changes to support the new red indicators at Central Coast High including - ELPI - EL, Susp: EL, Hispanic, SED, & LTEL.

Feedback provided by these two schools specifically requested ongoing instructional support for ELA and ELD as well as improving the cultural diversity of reading materials offered to students. We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results, local reading level assessment data, and the District's ELA benchmark assessment, differentiated by student group.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MPUSD students will graduate prepared for college or career by attaining the prepared designation on the College Career Indicators Dashboard.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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Community engagement sessions highlighted the desire for continued investments in improving College and Career outcomes for students. The community expressed the desire for accelerated course work such as AP, IB, Dual Enrollment college courses and electives, continued deployment and integration of educational technology, expansion of Career Technical Education, music and the arts, robust athletics offerings including increased transportation options for teams and professional development for educators to ensure teaching and learning that is both rigorous and culturally relevant. This goal ensures alignment between district goals and state indicators. With continued focus on enhancing access to rigorous coursework, career technical education, and dual enrollment, the district has created a solid foundation on which to increase the number of students graduating college and career ready.

The analysis of California School Dashboard (Dashboard) and DataQuest data indicated a clear need to continue supporting Career and College Readiness at the start of this LCAP Cycle. For example:

- The graduation rate for all students was 93.6%. However, for students with disabilities, 75.2% graduated with a maintained -0.6% outcome (orange) and for white students 89.9% graduated, declining 2.8% (orange)
- The "Prepared" level on the College/Career Indicator for all students was 54.3% prepared (medium), higher than the state average. However, for students with disabilities, 22.9% prepared and for EL students 23% prepared. Both are considered "low" on the dashboard but are significantly higher than the state average percentage of alike subgroups.
- The percentage of 11th-grade students meeting or exceeding CASSPP results in ELA is 51% declining slightly and in Math is 19% declining slightly.
- Monterey High is red on the Math dashboard for students experiencing homelessness with students on average being 143 points below standard and declining 20.2 points.
- Seaside high is red on the dashboard for overall performance on CASSPP in ELA and Math with ELA being 52.9 points below standard - maintaining 0.9 Points and with math 145.3 points below standard - maintaining 1.2 Points; subgroup(s) in red for ELA is Hispanic with 60.6 points below standard - Declining 3.7 Points and red in math with Hispanic with 155.1 points below standard declining 4.2 Points and Socioeconomically Disadvantaged with 148.5 points below standard- maintained -0.1 Points.

- Marina High is red on the dashboard in Math for Hispanic with 120.7 points below standard - Maintaining 0.9 points.
- 66% of students met A-G rates in MPUSD, significantly higher than the state average. However, there are disproportionate outcomes with Students with Disabilities with 44% , English Language Learners with 39%, and African American with 50%.

The California School Dashboard and local assessment data highlight areas of both significant progress and continuing need in MPUSD's efforts to prepare students for college and career. Overall, College and Career Preparedness rates and graduation rates improved across nearly all student groups, reflecting the impact of expanded coursework, CTE pathways, and increased college readiness supports. In English Language Arts, proficiency rates remained steady, with modest growth among socioeconomically disadvantaged and long-term English learner students. In Mathematics, however, proficiency rates declined overall, with particularly low performance among African American students and LTELs, underscoring an urgent need for strengthened instructional supports. Disproportionalities persist in career preparedness and academic achievement for African American, LTEL, and homeless student groups, indicating the continued need for focused, equity-driven actions.

The growth in College and Career Preparedness rates across nearly all student groups underscores the district's successful investments in expanding accelerated coursework, dual enrollment, career technical education, and integrated support structures. Community engagement efforts that prioritized access to rigorous, culturally relevant learning experiences are contributing to stronger outcomes. However, the decline in African American student preparedness and the continued lower levels of preparedness among English learners, LTELs, and homeless students highlight persistent disproportionalities. While overall college and career readiness is improving, these disparities reinforce the need for targeted support and intentional actions to close achievement gaps and ensure equitable access to postsecondary opportunities for all students.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students "prepared" for college and career Source: Dashboard	22-23 Data: 54.3% prepared (Data released 12/23)	23-24 Data: 61.5% prepared		60% prepared	+7.2%
1.2	Assigned and fully credentialed teachers Source: internal	23-24 Data: # w/ full credential: (473/522) 90.7% # w/o full credential: (25/522) 4.8%	24-25 Data: # w/ full credential: (594/632) 94.1%		Less than 4% of credentialed teachers without full credentials or missassingments.	Difference # w/ full credential: + 3.4% # w/o full credential: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of misassignments: (6/522) 1.1% # of vacancies: (18/522) 3.4%	# w/o full credential: (12/632) 1.8% # of misassignments: (10/632) 1.6% # of vacancies: (16/632) 2.5%		Less than 2% of classrooms will have vacancies.	# of misassignments: +0.5% # of vacancies: -0.9%
1.3	Every pupil in the district has sufficient access to standards-aligned instructional materials Source: Self Reflection	23-24 Data: Metric Met: The Board of Education held a public hearing and adopted Resolution #23/24-07 on August 22, 2023, to determine there are current sufficiency of textbooks and instructional materials for the 2023-2024 school year.	24-25 Data: Metric Met: The Board of Education held a public hearing and adopted Resolution #24/25-07 to determine there are current sufficiency of textbooks and instructional materials for the 2024-2025 school year.		Metrict Met	Maintained
1.4	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. Source: Dashboard Additional Reports	22-23 Data: All Students - 43.1% African American 42.1% Asian 40.5% Filipino 49.1% Hispanic 42.6% Pacific Islander 45.8% White 42.1% English Learners 25.4% Socioeconomically Disadvantaged 43.0%	23-24 Data: All Students 56.5% African American 51.3% Asian 59.2% Filipino 85% Hispanic 56.6% Pacific Islander 58.8% White 51.4% English Learners 45.1%		OVERALL TARGET increase the overall completion rate to 45%. TARGET GROUP increases to close achievement gaps: English Learners: 38%.	All Students +13.4% African American +9.2% Asian +18.7% Filipino +35.9% Hispanic +14.0% Pacific Islander +13.0% White +9.3% English Learners +19.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 29.4% Homeless Students 34.6%	Socioeconomically Disadvantaged 57.7% Students with Disabilities 36.7% Homeless Students 57.6%		Students with Disabilities: 35%. Homeless Students: 40%.	Socioeconomically Disadvantaged +14.7% Students with Disabilities +7.3% Homeless Students +23.0%
1.5	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. Source: Dashboard Additional Reports	22-23 Data: All Students - 61.7% African American 47.4% Asian 81.1% Filipino 69.1% Hispanic 59.7% Pacific Islander 66.7% White 64.2%% English Learners 40.5% Socioeconomically Disadvantaged 57.2% Students with Disabilities 33.9% Homeless Students 52.7%	23-24 Data: All Students 67.7% African American 61.5% Asian 87.8% Filipino 90% Hispanic 62.6% Pacific Islander 70.6% White 73.3%% English Learners 46.9% Socioeconomically Disadvantaged 63% Students with Disabilities 35.8% Homeless Students 60.7%		OVERALL TARGET: Increase the overall completion rate to 65%. TARGET GROUP increases to close achievement gaps: African American: 55% English Learners: 48% Students with Disabilities: 40% Homeless Students: 58%	All Students +6.0% African American +14.1% Asian +6.7% Filipino +20.9% Hispanic +2.9% Pacific Islander +3.9% White +9.1% English Learners +6.4% Socioeconomically Disadvantaged +5.8% Students with Disabilities +1.9% Homeless Students +8.0%
1.6	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education	22-23 Data: All Students - 35.1% African American 34.2% Asian 37.8% Filipino 41.8% Hispanic 34.5% Pacific Islander 37.5%	23-24 Data: All Students 45.6% African American 35.9% Asian 57.1% Filipino 80% Hispanic 43.6%		OVERALL TARGET: Increase the overall completion rate to 40%. This represents a 4.9% increase.	All Students +10.5% African American +1.7% Asian +19.3% Filipino +38.2% Hispanic +9.1%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	sequences or programs of study. Source: Dashboard Additional Reports	White 33.3% English Learners 16.7% Socioeconomically Disadvantaged 33.9% Students with Disabilities 19.3% Homeless Students 27.1%	Pacific Islander 52.9% White 43.2% English Learners 31.4% Socioeconomically Disadvantaged 45.4% Students with Disabilities 22% Homeless Students 46.6%		SUBGROUPS: African American: 37.2% Asian: 40.8% Hispanic: 37.5% Pacific Islander: 40.5% White: 36.3% Socioeconomically Disadvantaged: 36.9% TARGETED GROUP increases to close achievement gaps: English Learners: 30%. Students with Disabilities: 30%. Homeless Students: 35%.	Pacific Islander +15.4% White +9.9% English Learners +14.7% Socioeconomically Disadvantaged +11.5% Students with Disabilities +2.7% Homeless Students +19.5%
1.7	Students will have a broad course of study, including courses described for grades 1 to 6 and/or the adopted courses of study for grades 7 to 12	23-24 Data: Metric Met	24-25 Data: Metric Met		Metric Met	Maintained

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Master Schedule					
1.8	Students with exceptional needs will have access to programs and services to meet their specific needs Source: Master Schedule	23-24 Data: Metric Met	24-25 Data: Metric Met		Metric Met	Maintained
1.9	High School and Middle School Drop Out Rates Source: CalPads	22-23 Data: High School Total - 10 English Learners - 3 Students with Disabilities - 2 Homeless - 0 Socioeconomically Disadvantaged - 7 Middle School Total - 0	23-24 Data: High School Drop Out Rates High School Total - 1.1% English Learners - 1.7% Students with Disabilities - 3.7% Students Experiencing Homelessness - 0% Socioeconomically Disadvantaged - 1.0% Middle School Drop Out Rates MS - 0%		High School Total - 7 Middle School - 0 ** Percentages to be added/updated	Difference: Middle school: 0% High school: 0.8%
1.10	High school graduation rate	22-23 Data: High School Graduation Rate	23-24 Data: High School Graduation Rate		OVERALL: TARGET: To Achieve Green on the CA Dashboard,	All Students: +1.7% Students with Disabilities: +2.8%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard	All Students: 93.6% Students with Disabilities: 75.2% African American: 94.7% Asian: 91.9% English Learners: 86.5% Filipino: 94.5% Hispanic: 94.2% Students Experiencing Homelessness: 94.1% Socioeconomically Disadvantaged: 93.9% Pacific Islanders: 100% White: 89.9%	All Students: 95.3% Students with Disabilities: 78% African American: 94.9% Asian: 93.9% English Learners: 89.7% Filipino: 100% Hispanic: 94.9% Students Experiencing Homelessness: 92.1% Socioeconomically Disadvantaged: 95.1% Pacific Islanders: 100% White: 95.9%		we will maintain our Graduation Rate annually for all students with a status of at least 90.5 percent graduating. All Students: 93.6% Students with Disabilities: 90.5% African American: 94.7% Asian: 91.9% English Learners: 90.5% Filipino: 94.5% Hispanic: 94.2% Students Experiencing Homelessness: 94.1% SED: 93.9% Pacific Islanders: 100% White: 90.5%	African American: +0.2% Asian: +2.0% English Learners: +3.2% Filipino: +5.5% Hispanic: +0.7% Students Experiencing Homelessness: -2.0% Socioeconomically Disadvantaged: +1.2% Pacific Islanders: +0% White: +6.0%
1.11	Students who are socio-economically disadvantaged will have access to programs and services to meet their specific needs Source: Local	22-23 Data: Metric Met	24-25 Data: Metric Met		Metric Met	Maintained

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	11th graders percent proficient on CAASSP in math - EAP Source: CAASSP	22-23 Data: All Students Mathematics: 19% RFEP: Math: 15% SED: Math: 10% African American: Math: 18% LTEL: 3%	23-24 Data: All Students Mathematics: 17% RFEP: Math: 14% SED: Math: 12% African American: Math: 12% LTEL: 0%		OVERALL TARGET: Increase the overall proficiency rate to 25%. TARGETED GROUP INCREASES: RFEP: 22% SED: 18% African American: 23% LTEL: 8%	All Students Mathematics: -2% RFEP: Math: -1% SED: Math: +2% African American: Math: -6% LTEL: -3%
1.13	11th graders percent proficient on CAASSP in reading - EAP Source: CAASSP	22-23 Data: All Students ELA: 51% RFEP ELA: 52% SED ELA: 42%; African American ELA: 39%; LTEL: 1%	23-24 Data: All Students ELA: 51% RFEP ELA: 52% SED ELA: 45%; African American ELA: 39%; LTEL: 11%		OVERALL TARGET: 55%. TARGETED GROUP INCREASES: SED: 48% African American: 46% LTEL: 8%	All Students ELA: +0% RFEP ELA: +0% SED ELA: +3%; African American ELA: +0%; LTEL: +10%
1.14	ELA CAASPP scores CA School Dashboard ELA Distance from Standard Source: Dashboard	22-23 Data: All students are -34.3 points distance from standard All Socioeconomically Disadvantaged students districtwide are -52.8 from standard (9/14/24:	23-24 Data: All students are -33.2 points distance from standard All Socioeconomically Disadvantaged students		To achieve Green on the CA Dashboard, ELA scores for all students will increase to -5 points from standard below standard.	All students: +1.1 All Socioeconomically Disadvantaged students districtwide: +2.5 RED Indicators ALL STUDENTS -

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Added per MCOE recommendation) RED Indicators ALL STUDENTS - Central Coast High - 206.9 Seaside High School - 52.9 Los Arboles -77.9 ENGLISH LEARNERS See Goal 3 Metrics HISPANIC: Central Coast High: -208.9 Los Arboles Middle - 93.5 Marina Vista Elementary -72.7 Seaside High -60.6 HOMELESS YOUTH: Del Rey Woods Elementary: -87.3 Los Arboles Middle: -94.8 Seaside Middle: -71.2 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: -203.4 Los Arboles Middle: -89.3	districtwide are -50.3 from standard RED Indicators ALL STUDENTS - Central Coast High -245 Seaside High School -45.1 Los Arboles -60.5 ENGLISH LEARNERS See Goal 3 Metrics HISPANIC: Central Coast High: -267.9 Los Arboles Middle -80.4 Marina Vista Elementary -74.6 Seaside High -50.2 HOMELESS YOUTH: Del Rey Woods Elementary: -86.7 Los Arboles Middle: -75.8 Seaside Middle: -60.6 SOCIOECONOMICALLY DISADVANTAGED:		Minimum Aim to Make YELLOW ALL STUDENTS - Central Coast High - -45.0 Seaside High School: -45 Los Arboles: - 70.0 ENGLISH LEARNERS See Goal 3 Metrics HISPANIC: Central Coast High: -45.0 Los Arboles Middle: -70.0 Marina Vista Elementary: -63.7 Seaside High -45 HOMELESS YOUTH: Del Rey Woods Elementary: -70.0 Los Arboles Middle:-70.0 Seaside Middle: -62.2 SOCIOECONOMICALLY DISADVANTAGED:	Central Coast High -38.1 Seaside High School +7.8 Los Arboles +17.4 ENGLISH LEARNERS See Goal 3 Metrics HISPANIC: Central Coast High: -59 Los Arboles Middle +13.1 Marina Vista Elementary -1.9 Seaside High +10.4 HOMELESS YOUTH: Del Rey Woods Elementary: +0.6 Los Arboles Middle: +19 Seaside Middle: +10.6 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: -46.6 Los Arboles Middle: +12.3

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -152.7 George C. Marshall Elementary: -81.2 Ione Olson Elementary: -141.6 La Mesa: -110.7 Los Arboles Middle: -168.7	Central Coast High: -250 Los Arboles Middle: -77 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -149.6 George C. Marshall Elementary: -82.6 Ione Olson Elementary: -146.9 La Mesa: -130.2 Los Arboles Middle: -157.1		Central Coast High: -45.0 Los Arboles Middle: -70.0 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -70.0 Marshall Elementary: -70.0 Ione Olson Elementary: -70.0 La Mesa: -70.0 Los Arboles Middle: -70.0	STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: +3.1 George C. Marshall Elementary: -1.4 Ione Olson Elementary: -5.3 La Mesa: -19.5 Los Arboles Middle: +11.6
1.15	Math CAASPP scores CA School Dashboard Math Distance from Standard Source: Dashboard	22-23 Data: All students are -80.2 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -258.4 Los Arboles Middle -120.9 Marina Vista Elementary -96.4 Seaside High: -145.3 HISPANIC Districtwide: -100.3	23-24 Data: All students are -76.9 distance from the standard RED Indicators ALL STUDENTS Central Coast High -292.3 Los Arboles Middle -107.9 Marina Vista Elementary -87.4 Seaside High: -147.3 HISPANIC Districtwide: -98.3		To Achieve Green in the CA Dashboard, Math scores for all students will increase to -25 points below standard. Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -87.4	All students +3.3 RED Indicators ALL STUDENTS Central Coast High -33.9 Los Arboles Middle +13 Marina Vista Elementary +9 Seaside High: -2 HISPANIC Districtwide: +2 Central Coast High: -47 Los Arboles Middle +11.5 Marina High: +0.2

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Central Coast High: -261.8 Los Arboles Middle -139.3 Marina High: -120.7 Marina Vista Elementary -109.9 Seaside High: -155.1 HOMELESS YOUTH Del Rey Woods Elementary: -107.7 Los Arboles Middle: -130.8 Monterey High: -143 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -99 Central Coast High: -258.6 Los Arboles Middle: -129.3 Marina Vista Elementary: -99.5 Seaside High: -148.5 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -155.1 Ione Olson Elementary: -160.8 La Mesa: -133.9 Los Arboles Middle: -203.6	Central Coast High: -308.8 Los Arboles Middle -127.8 Marina High: -120.5 Marina Vista Elementary -102 Seaside High: -148.9 HOMELESS YOUTH Del Rey Woods Elementary: -110.1 Los Arboles Middle: -127 Monterey High: -123.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -94.5 Central Coast High: -298.9 Los Arboles Middle: -125.1 Marina Vista Elementary: -91.6 Seaside High: -147.9 STUDENTS WITH DISABILITIES		Seaside High: -115.0 HISPANIC Districtwide: -91.3 Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina High: -111.7 Marina Vista Elementary: -95.0 Seaside High: -115.0 HOMELESS YOUTH Del Rey Woods Elementary:-95.0 Los Arboles Middle: -95.0 Monterey High: -115.0 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -90.0 Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -90.5	Marina Vista Elementary +7.9 Seaside High: +6.2 HOMELESS YOUTH Del Rey Woods Elementary: -2.4 Los Arboles Middle: +3.8 Monterey High: +19.8 SOCIOECONOMICALLY DISADVANTAGED Districtwide: +4.5 Central Coast High: -40.3 Los Arboles Middle: +4.2 Marina Vista Elementary: +7.9 Seaside High: +0.6 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: +2.1 Ione Olson Elementary: +6.2 La Mesa: -10.9 Los Arboles Middle: +12.1 Marina Vista Elementary: +9.8

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marina Vista Elementary: -185.6	Del Rey Woods Elementary: -153 Ione Olson Elementary: -154.6 La Mesa: -144.8 Los Arboles Middle: -191.5 Marina Vista Elementary: -175.8		Seaside High; -115.0 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -95.0 Ione Olson Elementary: -95.0 La Mesa: -95.0 Los Arboles Middle: --95.0 Marina Vista Elementary: -95.0	
1.16	Statewide Assessment California Science Test CAST Source: CAASPP	22-23 Data: All Students 19.2% Students with Disabilities 4.7% Socioeconomically Disadvantaged 13.4% English Learners 0.2% (9/14/24: Added additional data per MCOE recommendation)	23-24 Data: All Students 22.8% Students with Disabilities 6.3% Socioeconomically Disadvantaged 16.5% English Learners 0.6%		All students: 25%	All Students +3.6% Students with Disabilities +1.6% Socioeconomically Disadvantaged +2.1% English Learners +0.4%
1.17	AP Passage Rate Source: Local	23-24 # of exams taken: 274 % of exams passed: 28%	24-25: # of exams taken: % of exams passed: The 24-25 data is not yet available as of 6.18.25		# of exams taken: % of exams passed: As of publication date for Board adoption on 6/24/25 this data	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					was still in progress.	
1.18	Pupil Outcomes of Broad Course of Study % of Ds & Fs in all HS Courses Source: Local Grades	23-24 Data: Percent of Ds and Fs for grades 9-12 combined: Ds: 7%, Fs: 3%	24-25 Data: Ds: 6% Fs: 2%		Percent of Ds and Fs for grades 9-12 combined: Ds: 5%, Fs: 1% As of publication date for Board adoption on 6/24/25 this data was still in progress.	Difference: Ds: -1% (decrease) Fs: -1% (decrease)
1.19	Number of Dual Enrollment Course Enrollments Source: Local Transcript and Course Enrollment Data	2023–24 Baseline Marina High 435 Monterey High 448 Seaside High 320 Total 1,203	Marina High 456 Monterey High 507 Seaside High 268 Total 1,231		Increase total dual enrollment course enrollments to 1,375 by June 2027. School-Level Goals: Marina High: Increase from 435 to 500 Monterey High: Increase from 448 to 550 Seaside High: Increase from 320 to 325 The Seaside High target reflects a 21.3% increase to	Marina High +21 Monterey High +59 Seaside High -52 Total +28

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					promote equitable access across sites.	

Goal Analysis [2024-25]

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.

MPUSD successfully implemented actions aligned with Goal 1 to enhance college and career readiness, student engagement, and academic achievement. Key initiatives included expanding middle school and alternative education supports, enhancing college and career services, strengthening visual and performing arts and athletics programs, and investing in new teacher development. Most planned actions were executed as intended, with staffing investments directly supporting English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students. Educational partner feedback informed adjustments, such as additional transportation for athletics and increased outreach to bolster CTE and VAPA participation.

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Challenges encompassed staffing shortages in specialized areas like world languages and the time required to fully scale new CTE pathways. Notable successes included improved student engagement, sustained high graduation rates at Educational Options, expanded participation in arts and athletics programs, and positive trends in A-G completion rates and CTE pathway engagement across high schools. YouthTruth survey results reflected enhancements in student culture, motivation, and belonging. Continued refinements will focus on deepening access and ensuring consistency across sites.

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, 1.2, 1.3, 1.4, 1.5 have no material differences between budgeted expenditures and estimated actual expenditures.

1.1: Added 0.1 full-time equivalent for a middle school world language teacher to ensure students have continued access to this course offering and to meet increased interest and enrollment in the program.

1.2: Reduced one full-time equivalent Independent Study teacher due to declining program enrollment and staffing shortages, reflecting a shift in student participation and available resources.

Action 1.6: Budgeted $886,264.99. Estimated Actuals $1,406,519.70. This is due to reduced 0.07 full-time equivalent in new teacher development staffing due to staffing constraints and evolving program needs. At the
same time, invested $249,654.05 in College Readiness Curriculum and increased $304,381.85 in targeted professional development to

strengthen support and training for early-career educators.

1.6: Reduced 0.07 full-time equivalent in new teacher development staffing due to staffing constraints and evolving program needs. At the same time, invested $249,654.05 in College Readiness Curriculum and increased $304,381.85 in targeted professional development to strengthen support and training for early-career educators.

MPUSD successfully implemented actions 1.1-1.6, aligned with Goal 1, to enhance college and career readiness, student engagement, and academic achievement. Key initiatives included expanding middle school and alternative education supports (1.1), enhancing college and career services (1.2), strengthening visual and performing arts and athletics programs (1.4 & 1.5), and investing in new teacher development (1.6). Most planned actions were executed as intended, with staffing investments directly supporting English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students. Educational partner feedback informed adjustments, such as additional transportation for athletics and increased outreach to bolster CTE and VAPA participation. Challenges encompassed staffing shortages in specialized areas like world languages (1.1)and the time required to fully scale new CTE Pathways (1.3). Notable successes included improved student engagement, sustained high graduation rates at Educational Options, expanded participation in arts and athletics programs, and positive trends in A-G completion rates and CTE pathway engagement across high schools. YouthTruth survey results reflected enhancements in student culture, motivation, and belonging. Continued refinements will focus on deepening access and ensuring consistency across sites.

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

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Action 1.1 Partially Effective - The investments in middle school enrichment, including counselor over ratio, library specialists, and world language teachers, have shown early effectiveness in supporting college and career readiness goals. CAASPP data shows modest gains in ELA and Math for English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students (Metrics 1.14 & 1.15). Diagnostic assessments show higher growth among students accessing library and acceleration supports. Attendance rates (Metric 5.2) for EL, foster youth, and SED students improved slightly, aligning with increased elective enrollment and positive student feedback on engagement and belonging. YouthTruth survey results (Metric 5.1) show improvement in SEL measures, particularly among subgroups, reflecting better engagement, motivation, and emotional health. Implementation challenges included temporary staffing shortages for world language classes. Overall, actions were effective but would benefit from continued efforts to stabilize staffing and sustain access to enrichment programs.

Action 1.2 Effective - The investments in high school staffing, including media library specialists, credit recovery teachers, ROTC teachers, CTE teachers, College and Career Specialists, and IB Program Specialist, have supported progress toward improving college and career readiness for English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students. Dashboard data show slight increases in the percentage of students "prepared" for college and career, particularly among low-income and homeless student groups (Metric 1.1, 1.4, 1.5, 1.6). Students participating in credit recovery, CTE programs, and college readiness activities demonstrated improved course completion rates and greater access to A-G and CTE pathways. Educational partner feedback and YouthTruth surveys indicated students feel more supported in exploring post-secondary options. Implementation challenges included the time needed to fully expand new CTE courses and train staff in new program offerings. Overall, the actions have been effective in improving college and career readiness metrics and will be refined to expand student access and program reach.

Action 1.3 Effective - The district's investment in Educational Options staffing, including CDS teachers, accelerated learning specialists, credit recovery teachers, campus monitor/student attendance support role, and support roles at Central Coast High School and Independent Study, has provided targeted support for students needing alternative pathways to graduation. Graduation rates (Metric 1.10) at Educational Options remain high at 97.3%, indicating the effectiveness of personalized support models. While ELA and Math Dashboard indicators remain in the Red performance band (Metrics 1.14 & 1.15), targeted interventions and accelerated learning supports have contributed to modest improvements in local benchmark assessments. Staffing additions have also helped improve attendance and engagement at alternative sites (Metrics 5.2 & 5.3). Overall, the actions have been effective in maintaining high graduation rates and stabilizing academic performance among high-needs students.

Action 1.4 Effective - The investment in visual and performing arts staffing, including art and music teachers and a Visual and Performing Arts Coordinator, has supported efforts to improve engagement, academic achievement, and social-emotional development among English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students. Educational partner feedback has been positive, and participation in VAPA programs has increased, especially among target student groups. YouthTruth surveys (Metric 5.1) indicate improvements in student engagement, culture, and belonging tied to expanded arts opportunities. While direct academic gains in ELA and Math (Metrics 1.14 & 1.15) are still developing, early indicators show positive impacts on attendance and motivation. Overall, the actions have been effective in increasing student engagement and supporting academic and SEL growth through arts education.

Action 1.5 Effective - The investment in athletics, activities, and co-curricular opportunities, including staffing, supplies, transportation, and expanded learning support, has strengthened student engagement and social-emotional development among English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students. Participation rates in athletics and activities have increased, with positive feedback from students and families about opportunities to connect and build school pride. YouthTruth surveys (Metric 5.1) and site feedback indicate improvements in student motivation, belonging, and engagement, particularly among historically underserved groups. Attendance rates (Metric 5.2) have shown modest improvements for targeted groups. While academic performance gains tied directly to these programs are still developing, the actions have been effective in supporting student engagement, connectedness, and overall well-being.

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Action 1.6 Partially Effective - The investment in new teacher development, including mentorship stipends, living stipends, recruitment efforts, and professional development coordination, has strengthened the district's ability to attract and retain high-quality, diverse teachers. Initial results show increased participation in residency and mentorship programs and improved support structures for new teachers. Teacher retention data is beginning to show stability, with fewer vacancies and misassignments reported (Metric 1.2). Educational partners have expressed positive feedback regarding the district's efforts to prioritize high-quality instruction. While full academic impacts on student achievement are still emerging, these actions have been effective in building teacher capacity and supporting improved outcomes for English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students.

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

Metrics

- The AP Passage Rate and outcome was left incomplete and reentered which was (TBD). As of publication time (6/5/25), the district was still gathering this data.

- As part of the district's ongoing reflection and continuous improvement process, a new metric—Dual Enrollment Course Enrollments—was added to Goal 1 to more accurately capture college and career readiness opportunities available to students. While the district has tracked A–G completion, CTE pathway completion, and college/career indicators, educational partner feedback and site-level planning revealed the growing significance of dual enrollment programs as a key lever in expanding post-secondary access and credit attainment.

Actions:
Action 1.1 (Middle School Enrichment): Changes Made for Coming Year
Staffing investments for middle school enrichment will continue with additional efforts to stabilize hiring for world language teachers and acceleration specialists. Based on feedback, the district will explore expanding elective offerings and integrating SEL supports into core instruction. Focus will remain on providing consistent access to counseling, library services, and accelerated academic opportunities for all students, with an emphasis on English learners, foster youth, and socioeconomically disadvantaged students.

Action 1.2 (College Readiness and Support: 9–12 Staffing): Changes Made for Coming Year
The district will expand CTE pathways, enhance credit recovery opportunities, and increase outreach for college and career events, with a focus on reaching English learners, foster youth, and socioeconomically disadvantaged students. Additional professional development will be provided for College and Career Specialists and CTE staff to strengthen student advising and support services. Metrics related to A-G completion, CTE pathway participation, and college readiness will be closely monitored to guide program adjustments.

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Action 1.3 (Alternative Education 7–12): Changes Made for Coming Year
The district will continue investment in Educational Options staffing with a focus on expanding accelerated learning programs and increasing credit recovery offerings. Professional development for alternative education teachers will emphasize instructional strategies to accelerate ELA and Math growth. The district will also strengthen college and career readiness supports at Central Coast High School and Indepedent Study to ensure students are prepared for postsecondary options upon graduation.

Action 1.4 (Visual and Performing Arts): Changes Made for Coming Year
The district will continue investing in arts staffing with a focus on expanding access at additional school sites and increasing opportunities for performances and student showcases. The Visual and Performing Arts Coordinator will work to deepen integration of arts across subject areas and target additional outreach to ensure participation among English learners, foster youth, and socioeconomically disadvantaged students remains strong.

Action 1.5 (Athletics, Activities, Co-Curricular Activities): Changes Made for Coming Year
The district will continue investment in athletics and activities staffing, expand after-school opportunities, and prioritize transportation supports to remove barriers to participation. Additional outreach will be conducted to ensure English learners, foster youth, and socioeconomically disadvantaged students are fully accessing co-curricular programs. Metrics for participation, attendance, and SEL outcomes will continue to guide program adjustments.

Action 1.6 (New Teacher Development: TK-12): Changes Made for Coming Year
The district will continue to expand mentorship and residency programs, offer additional tuition reimbursement opportunities, and strengthen recruitment pipelines for diverse candidates. Monitoring of teacher retention and credentialing data will be refined, and professional

development supports for new teachers will be enhanced based on feedback to ensure consistency across all school sites.

Action 1.7 Inclusive Education Support: Special Education and Math have been added to include LREBG funding and support students with disabilities across several metrics on the dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Middle School Enrichment: 7-8	Based on educational partner feedback and input, MPUSD will prioritize investment in middle schools to support instruction, learning and student progress for English learners, students who are socioeconomically disadvantaged, and foster youth. These student groups experience significant and specific needs at the middle school level and the district will invest as follows: middle school counselor over ratio, middle school library specialists, and middle school world language teachers. For specific impacts, please see making progress toward the goal section below on how this supports English learners, foster youth, and students who are socioeconomically disadvantaged.	$424,268.47	Yes
1.2	College Readiness and Support: 9-12 Staffing	Preparing students for college and career was identified as a priority for educational partners and the district will invest in various high school staff to specifically support English language learners, foster youth, and socio-economically disadvantaged students to be ready and prepared for college upon graduation. The staffing includes: high school media library specialists, high school credit recovery teacher, high school ROTC teachers to support military-connected students, CTE (career technical education) teachers, CTE materials and curriculum, College and Career Specialists, CTE director, Director of College and Career, and International Baccalaureate Program Specialist. (9/14/24: Added per MCOE recommendation) This action supports the RED indicators for Seaside High for all students and Hispanic students in English Language Arts.	$3,600,927.85	Yes

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Action #	Title	Description	Total Funds	Contributing
1.3	Alternative Education: 7-12	Providing extra support to students in Educational Options is a priority and the district will invest in a CDS middle school teacher, CDS accelerated learning specialist, CCHS credit recovery teacher, high school art teacher, independent study teachers, CDS high school teacher and prep buyouts, CCHS career technical education, teacher assistant principal at Educational Options, campus monitor at Central Coast High School, student van driver, accelerated learning specialist at Central Coast High School, attendance clerk at Digital Academy, and college and career readiness support.	$1,601,494.90	Yes
1.4	Visual and Performing Arts	Visual and performing arts was a big priority for educational partners and the district will invest in staffing to provide this enrichment to students. Staffing includes art and music teachers, as well as a coordinator of visual and performing arts specifically to support opportunities for English language learners, foster youth, and socioeconomically disadvantaged students.	$1,209,195.04	Yes
1.5	Athletics, Activities, Co-Curricular Activities: TK-12	Athletics and activities was a need that educational partners valued and the district will invest in middle and high school athletics, including staffing, activities directors, field trip transportation, sports equipment and supplies, stipends for after school activities, AVID staffing, Expanded learning Opportunities program leader, and transportation to support students.	$2,807,316.70	Yes
1.6	New Teacher Development: TK-12	Educational partners indicated they would like to see the district recruit and retain high-quality, diverse teachers. The district will invest in new teacher development supports to recruit and attract new teachers, such as CSUMB mentor seminar, new teacher residency mentor stipend, CSUMB co-operating teacher stipends, substitute days, Alder resident living stipends, recruitment outside of the local area, tuition reimbursement to support students, and coordinator of teacher development.	$1,363,088.68	Yes

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Action #	Title	Description	Total Funds	Contributing
1.7	Inclusive Education Support: Special Education and Math	To ensure equitable academic access and improve outcomes for students with disabilities, MPUSD will increase planning time and provide stipends to special education teachers, hire additional school psychologists, and offer enhanced stipends to recruit and retain highly qualified math teachers. Educational partners emphasized the need for stronger academic and socioemotional supports for students with exceptional needs, particularly in mathematics. These investments will strengthen inclusive practices and ensure students with disabilities receive timely academic interventions and mental health services aligned with their Individualized Education Programs (IEPs) to support Career and College success. Research shows that mental health services improve emotional regulation, reduce isolation, and enhance academic performance, while staffing supports strengthen inclusive practices and college and career readiness. Metrics being used to monitor the action: 1.1, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 5.3, 5.4, 5.7 LREBG Funds supporting this action: $1,736,6333.71 for school year 2025-26. This action addresses RED indicators for students with disabilities in all Dashboard areas across multiple school sites.	$1,736,633.71	No

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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MPUSD's 3rd grade scholars will meet or exceed standards in English Language Arts (reading/literacy).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (reading/literacy). Additionally, local data and research continues to emphasize the importance for students to gain reading proficiency by 3rd grade. For example:

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» 34.7% of all students in 3rd grade met or exceeded standard in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP)/Smarter Balance assessments.
» However, only 23.53% of low-income (LI) students, 7% of English Learner (EL) students, 15% of students with exceptional needs (SWEN), 56% of African American students, and 23% of Hispanic/Latino students met or exceeded standard.
» Several elementary schools had red indicators for subgroups on CA School Dashboard ELA Distance from Standard with 1) Marina Vista Elementary: Hispanic -72.7, EL-75.4 2) Del Rey Woods Elementary: Homeless Youth -87.3, Students with Disabilities -152.7, 3) Ione Olson Elementary: EL -89.5, Students with Disabilities -141.6 4) J.C. Crumpton: EL -78.9 5) La Mesa: Students with Disabilities -110.7
» As a district MPSUD had a red indicator for subgroups on CA School Dashboard ELA Distance from Standard for English Learner -76.6

During the LCAP development process, educational partners identified the need for:

» Ongoing instructional support for reading
» Increased collaboration time for teachers
» Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home
» Expanded learning opportunities for students who are low-income, English learners and foster youth
» Access to reading materials for low-income students to be used at home
» A solid foundation with a priority of investing in high quality early childhood education, such as preschool and transitional kindergarten

» Community input consistently emphasized the need for attracting educators who are experts in their fields and possess strong qualifications.
» Based on the feedback we received, a key priority for the community is to invest in investing in qualified consultants with deep literacy content knowledge.

The district plans to improve English Language Arts performance through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Notes:
» The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
» Unless otherwise noted, baseline data is from the 2023-2024 school year.

Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in 3rd grade who meet or exceed the standard in English Language Arts (reading/literacy) Data Source: California Assessment of Student Performance and Progress (CAASPP)	22-23 Data: All Students: 34.7% English Learners: 23.53% Students with Exceptional Needs:15.21% African American Students: 55.55% Hispanic/Latino Students: 22.74%	23-24 Data: All Students: 34.58% English Learners: 7.43% Students with Exceptional Needs:8.85% African American Students: 34.78% Hispanic/Latino Students: 25.0%		All Students: An cumulative increase of 7 percentage points 41.7%. This translates to a yearly increase of approximately 2 percentage points. English Learners: A cumulative increase of 9 percentage points at 32.53%. This translates to a yearly increase of approximately 3 percentage points.	All Students: -0.12% English Learners: -16.1% Students with Exceptional Needs: -6.36% African American Students: -20.77% Hispanic/Latino Students: +2.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Exceptional Needs: A cumulative increase of 8 percentage points at 23.21%. This translates to a yearly increase of approximately 3 percentage points. African American Students: A cumulative increase of 3 percentage points at 58.55%. This translates to a yearly increase of approximately 1-2 percentage points. Hispanic/Latino Students: A cumulative increase of 9 percentage points at 31.74%. This translates to a yearly increase of approximately 3 percentage points.	

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Goal Analysis [2024-25]

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.

Action 2.1

During the 2023–24 school year, MPUSD began implementing a districtwide structured literacy initiative across TK–8. This action included early learning assistants in all TK classrooms, professional development in structured literacy, investments in culturally relevant and developmentally appropriate instructional environments, and leadership stipends for ELA-focused support. Most of the planned activities were implemented, including professional learning sessions, TK classroom staffing, and site-based support.

- Substantive differences: While early learning assistants were successfully placed, the literacy curriculum used in core classrooms was not yet aligned with the intervention tools being used by support staff, creating instructional fragmentation. Additionally, site capacity to fully implement the structured literacy framework varied, particularly at schools with staffing instability or less experience with the new approach.
- Challenges: Inconsistent coaching support and the absence of a fully aligned Tier 1–Tier 2 curriculum limited the effectiveness of implementation. Teachers had varied access to modeling and guided practice in applying structured literacy techniques. Monitoring systems for foundational skills were also limited in scope.
- Successes: Internal assessments showed strong growth in phonemic awareness, decoding, and oral reading fluency in TK–2 classrooms, especially where assistants and teachers had stable staffing and active professional learning communities. Sites also reported improved classroom climate and engagement for early learners, indicating the developmental environment investments were well received.

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Action 2.2

MPUSD staffed Accelerated Learning Specialists (ALS) at elementary and TK–8 sites in 2023–24 to provide Tier 2 reading interventions, primarily using the SIPPS program. ALS worked with students in pull-out formats to build foundational reading skills, targeting English Learners, SWEN, and socioeconomically disadvantaged students.

- Substantive differences: The planned integration between ALS and classroom teachers had not yet been fully realized. ALS delivered intervention separately from Tier 1 classroom instruction, and SIPPS was not yet aligned with the core curriculum. Additionally, fidelity monitoring and shared planning time between ALS and classroom teachers were limited.
- Challenges: The disconnect between Tier 1 and Tier 2 instruction reduced coherence for students receiving intervention. Some sites faced scheduling difficulties that limited access to consistent small-group support. ALS also needed more structured training in the broader foundational literacy framework adopted by the district.
- Successes: Despite structural limitations, ALS staff reported high engagement in small groups, and internal progress monitoring tools showed growth in decoding, phonics, and early fluency for participating students. Where collaboration between ALS and classroom teachers occurred, reading outcomes were stronger.

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: Increased funding by to strengthen staff professional development focused on reading literacy, ensuring educators are better equipped to meet the evolving academic needs of students in this critical area. Increased funding for ELA Intervention Curriculum.

Action 2.2: No material difference between budgeted and estimated actual expenditures.

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

Action 2.1 Partially Effective - The district's investment in foundational literacy, early learning assistants, TK teachers, and structured literacy training aimed to strengthen early literacy instruction and readiness. While many implementation elements were launched, varied execution across school sites led to inconsistent impact on outcomes. The rollout began in the 2023–24 school year, and the 3rd grade students assessed in Spring 2024 had only one year of exposure to this instructional model. CAASPP results for 3rd grade ELA proficiency show limited gains overall and subgroup declines (Metric 2.1):

- All Students: 34.7% (22–23) +34.58% (23–24); –0.12%
- English Learners: 23.53% +7.43%; –16.1%
- Students with Exceptional Needs: 15.21% +8.85%; –6.36%
- African American Students: 55.55% +34.78%; –20.77%
- Hispanic/Latino Students: 22.74% +25.0%; +2.26%

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It's important to note that these results reflect prior instructional experiences, not the full impact of this year's implementation. Internal diagnostic assessments administered throughout 2023–24 show high growth in foundational literacy components, such as phonemic awareness, decoding, and early fluency, particularly in grades TK–2. This indicates strong early momentum that is not yet visible in summative CAASPP scores. Overall, the action was partially effective in year one. It laid critical groundwork through staffing and instructional shifts, but CAASPP outcomes should be interpreted with caution given the short exposure period. Sustained implementation is expected to yield greater gains in subsequent cohorts. Additionally, parent satisfaction indicated the district was making progress toward this goal.

Action 2.2 Minimally Effective - In 2023–24, Accelerated Learning Specialists provided Tier 2 support using the SIPPS program across elementary and TK–8 schools. However, the district had not yet adopted an intervention model that integrated Tier 1/Tier 2 instruction within the general classroom setting. Pull-out interventions were the primary delivery method, and SIPPS was not fully aligned with the new structured literacy curriculum used in core instruction. Despite these constraints, internal assessment data revealed strong foundational growth among students receiving ALS support, particularly in phonics and fluency. Feedback from site administrators and teachers indicated that while ALS contributed to reading gains, a lack of curriculum coherence between Tier 1 and Tier 2 limited broader effectiveness. In 2024–25, MPUSD adopted a new intervention curriculum that aligns with structured literacy principles and core program (adopted in 23-24), and ALS and classroom teachers are now trained to deliver high-quality, coherent instruction. The 3rd grade cohort entering assessment in 2025 will have experienced two full years of aligned Tier 1 and Tier 2 literacy instruction, supported by trained educators and integrated systems. Overall this action was minimally effective in closing performance gaps at scale but demonstrated clear value where implemented with

integrity. With structural changes now in place, it is expected to become a high-impact strategy in the next two years.

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

Action 2.1 – Early Literacy: TK–8 Structured Literacy, Staffing, and Developmentally Appropriate Environments: Changes Made for Coming Year
As a result of reflecting on early implementation outcomes and internal assessment data, several refinements will be made to Action 2.1. The core goal remains unchanged, but support systems will be strengthened to improve instructional coherence and access:

- The district adopted a new structured literacy curriculum in 2024–25 that aligns more closely with foundational skills and supports all tiers of instruction.
- Professional development and coaching will focus on consistent implementation of structured literacy across TK–3 classrooms, ensuring all teachers have the tools and support needed to apply evidence-based practices.
- Additional coaching support will be directed toward schools with Red Dashboard indicators, with specific attention to subgroups who experienced significant declines (e.g., English Learners and Students with Disabilities).
- Internal benchmark assessments will now be used to supplement CAASPP data, enabling the district to monitor progress in real-time and make responsive adjustments during the year.

These changes are intended to accelerate the effectiveness of early literacy instruction and ensure all students, especially unduplicated pupils, experience rigorous and developmentally appropriate instruction.

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Action 2.2 – Accelerated Learning Specialists (ALS) for Reading Intervention: Changes Made for Coming Year
Following an evaluation of implementation challenges and analysis of student performance data, MPUSD has made several changes to improve the coherence and impact of its reading intervention program:

- In 2023–24, ALS primarily delivered pull-out SIPPS intervention that was not fully aligned with Tier 1 instruction. In 2024–25, ALS will transition to using a shared, district-adopted foundational literacy curriculum that aligns with classroom core instruction.
- ALS will now deliver services in closer coordination with classroom teachers, supporting a more integrated approach to Tier 2 intervention as part of a Multi-Tiered System of Supports (MTSS).
- All ALS and classroom teachers have been trained in the new curriculum, with coaching structures in place to support fidelity of implementation.
- ALS staffing will be strategically deployed based on school-level data and subgroup needs, prioritizing campuses with high numbers of English Learners, SWEN, and socioeconomically disadvantaged students.

These changes are designed to ensure consistency, coherence, and equitable access to effective reading support, while maximizing the impact of ALS staffing and resources.

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	Early Literacy: TK-8	Early literacy is a priority in MPUSD and educational partner feedback and input overwhelmingly stated the need to provide extra support to help students succeed in the classroom. Accordingly, the district will invest in foundational literacy and numeracy, and developmentally appropriate teaching practices to support high-quality, culturally relevant and rigorous elementary curriculum focused on structured literacy to support our English language learners, foster youth and socio-economically disadvantaged youth. Additionally, other examples include investment in early learning assistants at all elementary schools in transitional kindergarten classes to increase high-quality access to developmentally appropriate early learning experiences; investment in transitional kindergarten teachers, elementary library assistants, and teacher on special assignment in grades transitional kindergarten through 8th grade to ensure students have developmentally appropriate environments. Additionally, this action item covers kindergarten round-up (registration/enrollment) activities and leadership stipends specific for English language arts.	$2,347,221.30	Yes
2.2	Early Literacy: TK-8	Early literacy is a priority in MPUSD and educational partner feedback and input overwhelmingly stated the need to provide extra support to help students succeed in the classroom. The district will invest in 10 Accelerated Learning Specialists at our TK-8 and elementary schools to help provide extra staffing support to help students read. This action supports the Red indicators for Elementary and Middle School site student groups, and district wide, as listed in metric 1.14.	$950,669.03	Yes

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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MPUSD's Emerging Bilingual scholars (English Language Learners) will demonstrate progress in English language acquisition and be redesignated English Proficient by middle school.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of redesignation data, English Language Proficiency Assessments for California (ELPAC) and reclassification rate indicates a need to continue supporting our emerging bilingual learners.

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For example:

» 46.4% percent of English Language Learners making progress on the new English Learner Progress Indicator (Source: 2023 California Dashboard)
» 47.3% of English Language Learners are redesignated by middle school (Source: 2022-2023 data)
» 97 of students reclassified (Source: District year to date data for 2023-2024)

During the LCAP development process, educational partners identified the need for:

» Educational partner engagement meetings, particularly ones conducted in Spanish with MPUSD's Spanish speaking parents and community members, highlighted the goal of developing comprehensive support for emerging bilingual scholars (English Language Learners) and their families. The need for diverse bilingual staff and teachers was highlighted, in addition to strong early support and intervention for students whose first language is not English. This goal highlights redesignation by middle school because data suggests that if students enter middle school without being Redesignated English Proficient (RFEP) that there is a strong likelihood that they will remain Long-Term English Learners (LTELS) throughout high school.
» Families have expressed deep appreciation for the increased number of parent/family workshops that help parents/guardians understand the education process and how they can support their student at home. (See Goal 5 for details on parent/guardian/family engagement workshops.)

The district plans to continue supporting emerging bilingual learner performance through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Notes:
» The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
» Unless otherwise noted, baseline data is from the 2023-2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of students redesignated by middle school	23-24 Data: 40% (140/354) For reference only 22-23 Data: 47.3%	24-25 Data: 56% (172/305)		Increasing the reclassification rate by 10 percentage points to 57.3% this is about a 3% increase every year.	Difference: +16% redesignation rate
3.2	Percent of English Language Learners making progress on the English Language Proficiency Assessments for California (ELPAC) Source: California Dashboard	22-23 Data: The percent of ELs who progress in English proficiency (ELPAC) is 46.4% Schools indicated as Red on the Dashboard Dr. Martin Luther King, Jr. School of the Arts 41% Monte Vista TK-8 33.8% Monterey High School 33.3%	23-24 Data: The percent of ELs who progress in English proficiency (ELPAC) is 43.7% Dr. Martin Luther King, Jr. School of the Arts 41.2% Monte Vista 38% Monterey High School 45.5%		To Achieve Green on the CA Dashboard, we will increase our English Learner Progress Indicator for all students to a status of 52.4%, representing a 6% increase, and 2% every year.	Overall: -2.7% Dr. Martin Luther King, Jr. School of the Arts: +0.2% Monte Vista +4.2% Monterey High School +12.2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Reclassification rate English Language Learners - all grades Source: DataQuest & Internal	22-23 Data: 43.4% # of students reclassified YTD 23-24: 264	23-24 Data: # of students reclassified YTD 24-25: 307		Increasing the reclassification rate to 52.4%. This three year goal represents a steady and achievable improvement of 3% focusing on gaining ground year-over-year. # of students reclassified will be 284 with a 2% rate increase every year.	Increasing the number of students per year by almost 50.
3.4	Access to state academic content and performance standards, as well as support in the form of programs and services to gain academic content knowledge and English language acquisition	23-24 Data: 23 teachers have bclad certification 112- have the CLAD Certification All other teachers have the authorization embedded with their credentials or the certificate of completion for the CTE staff	24-25 Data: 31 hold BCLAD/BASP/BLS 81 hold CLAD 37 hold Emergency CLAD All other teachers have the English Language Authorization embedded into their credentials		100% of teachers with CLAD/BCLAD certification	+8 BCLAD/BASP/BLS -31 CLAD +37 Emergency CLAD
3.5	English Learner ELA CAASPP scores CA School Dashboard ELA	Red Indicators ENGLISH LEARNERS:	2023-24 ENGLISH LEARNERS		Minimum Aim to Make YELLOW ENGLISH LEARNERS:	Ione Olson Elementary -15.3 J. C. Crumpton +30.1

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (see Goal 1 for overall)	Ione Olson Elementary -89.5 J. C. Crumpton -78.9 Los Arboles Middle -122.9 Marina Vista Elementary -75.4 Seaside Middle -83.3 Districtwide -76.6	Ione Olson Elementary -104.8 J. C. Crumpton -48.8 Los Arboles Middle -108.8 Marina Vista Elementary -86.3 Seaside Middle -87.6 Districtwide -80		Ione Olson -70.0 (+19.5) J. C. Crumpton -69.9 (+9.0) Los Arboles Middle Marina Vista -66.4 (+9.0) Seaside Middle -70.0 (+13.3) Districtwide -67.6 (+9.0)	Los Arboles Middle +14.1 Marina Vista Elementary -10.9 Seaside Middle -4.3 Districtwide -3.4
3.6	English Learner Math CAASPP scores CA School Dashboard Math Distance from Standard (see Goal 1 for overall)	Red Indicators ENGLISH LEARNER Ione Olson -103 Los Arboles Middle -169.6 Marina Vista -114.3 Districtwide -110.7	2023-24 ENGLISH LEARNERS Ione Olson Elementary -114.8 Los Arboles Middle -147.1 Marina Vista Elementary -104.2 Districtwide -113		Minimum Aim to Make YELLOW ENGLISH LEARNER Ione Olson -94 (9.0) Los Arboles Middle -95 (+76.6) Marina Vista -95 (+9.3) Districtwide -95.0 (+15.7)	Ione Olson Elementary -11.8 Los Arboles Middle +22.5 Marina Vista Elementary +10.1 Districtwide -2.3
3.7	Reduce % of Long Term English Language Learners	23-24 Data: 24% of EL students are long-term English Language Learners	24-25 Data: 27% of EL students are long-term English Language Learners		Decreasing LTEL 10 percentage points to 14% this is about a 3% decrease every year.	The percentage of students who are LTELs at the end of 24-25 increased by 3% points.

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Goal Analysis [2024-25]

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.

Actions 3.1 and 3.2: MPUSD implemented a systemwide strategy focused on specialized staffing and targeted professional development. Key components included designated English Language Development (ELD) instruction aligned with literacy programs (TK-8), integrated ELD across content areas, and dedicated support roles (e.g., newcomer teachers, community liaisons, and bilingual assistants). (Action 3.1)

Action 3.1: Professional learning utilized MLL Leads and COPs and programs like "Ready. Set. Read." and "Estrellita" to build phonics and literacy skills in younger learners. (Action 3.1)

Successes: Districtwide support infrastructure was successfully deployed, especially in high-need sites flagged on the California School Dashboard (e.g., MLK Jr. School of the Arts, Monte Vista TK-8).

Challenges: Implementation varied by site capacity; middle and high schools needed increased alignment across instructional supports, particularly for Long-Term English Learners (LTELs). (Action 3.2)

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 3 actions with expenditures aligning closely to planned personnel and non-personnel investments. This includes funds allocated for newcomer teachers, community liaison leaders, bilingual assistants, and increased EL-focused professional development such as the English 3D curriculum and related PD. However, two additional newcomer FTE were added to support the growing number.

Similarly, the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services remained consistent. All actions were implemented LEA-wide and targeted unduplicated pupils, English learners in particular, as intended. As such, the district maintained alignment between its LCAP planning and actual service delivery in supporting English language development.

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

Action 3.1 Partially Effective: Expanding specialized staffing, designated ELD, and integrated supports across TK–12. The baseline reclassification rate by middle school in 2022–23 was 47.3%, with a target of 57.3% by Year 3 (approximately a 3% increase annually). While Year 2 reclassification data specific to middle school is not yet fully reported, overall districtwide reclassification (Metric 3.3) increased from 264 students in 2023–24 to 307 in 2024–25, indicating improvement aligned with the intended growth trajectory. This suggests that the investments in staffing and literacy-focused supports are having a positive impact, particularly where implementation was consistent with design. However, some challenges remain in meeting proportional progress across all sites, as reflected in Metric 3.2, which tracks ELs making progress on the ELPAC. The percentage declined from 46.4% to 43.7% overall, falling short of the 52.4% target and representing a -

2.7% decline from baseline. Still, site-specific gains—notably at Monterey High (+12.2%) and Monte Vista TK-8 (+4.2%)—indicate that where integrated strategies were fully executed, especially around newcomer support and professional learning (e.g., EL Power Zones), students demonstrated measurable gains. Thus, while the strategy is directionally sound and showing impact in reclassification volume, the inconsistency in ELPAC progress signals a need to strengthen fidelity and tailor supports for long-term ELs. Per Metric 3.5 and 3.6, progress shows minimal games in ELA and Math across sites. This continues to be a focus for MPUSD.

Action 3.2 Ineffective: targeted Long-Term English Learners (LTELs) in grades 6–12 - Despite efforts to embed support within the Amplify and English 3D curricula, including use of sheltered strategies, vocabulary scaffolds, and Flex Wednesday interventions, the percentage of EL students classified as LTELs increased from 24% in 2023–24 to 27% in 2024–25. This is a 3 percentage point rise—directly opposite the intended annual decrease of 3 percentage points and well off pace for the three-year goal of reducing LTELs to 14%. This increase suggests that while systems were put in place, they were either not implemented with sufficient intensity or failed to meet the complex academic and social-emotional needs of LTELs. Further, this ineffectiveness is echoed in Metric 3.2 (ELPAC progress), where the district saw an overall decline in students making progress in English proficiency—from 46.4% to 43.7%. For LTELs, this lack of growth reinforces that embedded supports within core content alone are insufficient. While select sites like Monterey High showed ELPAC gains (+12.2%), the overall upward trend in LTEL percentages indicates that additional differentiation, monitoring, and targeted acceleration efforts are needed, particularly in middle school grades, to prevent students from falling into LTEL status. Per Metric 3.5 and 3.6, progress shows minimal games in ELA and Math across sites. This continues to be a focus for MPUSD.

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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.

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Action 3.1 – Description of Changes (for 2025–26)
Following a review of implementation data and partner feedback, the core goal, metrics, and target outcomes for Action 3.1 remain unchanged. However, refinements were made to staffing and support delivery. Based on the need for stronger literacy acceleration and newcomer integration, the district added one additional high school newcomer teacher and introduced an elementary accelerated learning specialist at Monte Vista and LM. These changes aim to reinforce school-site capacity and accelerate reclassification progress. Additionally, professional development will continue through MLL and EL Advocate COPs, with added emphasis on site-level fidelity and walkthrough monitoring to support consistent instructional practice. No changes were made to the ELPI metric or reclassification targets.

Action 3.2 – Description of Changes (for 2025–26)
Due to the increase in the percentage of Long-Term English Learners (from 24% to 27%), strategic adjustments were made to Action 3.2. While the goal and metrics remain unchanged, the delivery of supports was revised. The district invested in 3 additional high school ELL teachers and 1.5 FTE middle school accelerated learning specialists to provide more structured and differentiated support. Flex Wednesday interventions will be redesigned to offer proficiency-based groupings, and site teams will begin cohort tracking earlier (grades 4–6) to prevent ELs from becoming LTELs. Collaboration time between content and ELD teachers will be formalized to improve instructional alignment. These changes reflect a shift toward more proactive, data-driven LTEL intervention.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Learner Support: Transitional Kindergarten - 12	Aligned with educational partners' feedback, MPUSD is investing in specialized staffing and professional learning to support English learners. Providing language development support is a priority, and the district continues to implement designated English Language Development (TK–8) aligned to core ELA and a focus on integrated ELD across content areas. Additionally, supports for families of English learner students remain a priority. Staffing for 2025–26 includes: elementary community liaison leaders, elementary newcomer teacher, middle school newcomer teacher, middle school community liaison leaders, high school community liaison leaders, two high school newcomer teachers, a high school newcomer accelerated learning specialist, an elementary accelerated learning specialist, an alternative education community liaison leader, bilingual assistants, and ELPAC testing support. Professional development continues through the MLL and EL Advocate Communities of Practice (COPs), with training centered on multilingual learner supports. MPUSD continues to implement "Ready. Set. Read." for newcomers and "Estrellita" for TK–2 phonics. This action supports schools with Red ELPI indicators, including Dr. Martin Luther King Jr. School of the Arts, Monte Vista TK–8, and Monterey High School.	$1,591,824.17	Yes
3.2	Long Term English Language Learner Support: 6 - 12	To support Long-Term English Learners (LTELs) in grades 6–12, MPUSD continues to provide designated ELD using Amplify and English 3D curriculum frameworks. In grades 7–8, the 30-minute ELD block integrated into ELA includes sheltered strategies and academic language development. Flex Wednesdays are used for targeted interventions. In high school, the district is investing in additional ELL teachers and a middle school accelerated learning specialist to provide tiered language	$522,645.80	Yes

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Action #	Title	Description	Total Funds	Contributing
		support aligned with English 3D. Instruction is cohort-based, differentiated by English proficiency levels, and focused on building academic vocabulary, study skills, and confidence.		

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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	MPUSD 5th grade and 8th grade scholars will meet or exceed standards in mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting mathematics. For example:

» 23.39% of all students in grades 5th met or exceeded standard in mathematics on the California Assessment of Student Performance and Progress (CAASPP)/Smarter Balance assessments.
» However, only 13.44% of low-income (LI) students, 28.43% of English Learner (EL) students, 5.1% of students with exceptional needs (SWEN), 21.88% of African American students, and 13.83% of Hispanic/Latino students met or exceeded standard.
» 14% of all students in grades 8th met or exceeded standard in mathematics on the California Assessment of Student Performance and Progress (CAASPP)/Smarter Balance assessments.
» However, only 13.25% of low-income (LI) students, 17.73% of English Learner (EL) students, 4.35% of students with exceptional needs (SWEN), 8.82% of African American students, and 13.38% of Hispanic/Latino students met or exceeded standard.

During the LCAP development process, educational partners identified the need for:

» Ongoing instructional support for mathematics
» Increased collaboration time for teachers
» Assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home
» Expanded learning opportunities for students who are low-income, English learners and foster youth
» Access to math and science materials for low-income students to be used at home
» More stability in the teaching staff for mathematics (e.g., no long-term substitutes)

The district plans to improve mathematics performance through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

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Notes:
» The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
» Unless otherwise noted, baseline data is from the 2023-2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students in 5th grade who meet or exceed standard in mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	A. 23.39% of All B. 13.44% Socio-Economically Disadvantaged C. 28.43% of English Language Learners D. 15.68% of Students Experiencing Homelessness E. 5.1% of Students with Exceptional Needs G. 21.88% of African American Students H. 13.83% of Hispanic/Latino Students	A. 23.35% of All B. 17.31% Socio-Economically Disadvantaged C. 2.28% of English Language Learners D. 11.86% of Students Experiencing Homelessness E. 5.83% of Students with Exceptional Needs G. 29.03% of African American Students H. 14.10% of Hispanic/Latino Students		A. 23.39% of All B. 13.44% Socio-Economically Disadvantaged C. 28.43% of EL D. 15.68% of Students Experiencing Homelessness E. 5.1% of Students with Exceptional Needs G. 21.88% of African American Students H. 13.83% of Hispanic/Latino Students	A. -0.04% for All B. +3.87% for Socio-Economically Disadvantaged C. -26.15% for English Language Learners D. -3.82% for Students Experiencing Homelessness E. -0.73% for Students with Exceptional Needs G. +7.15% for African American Students H. -0.27% for Hispanic/Latino Students
4.2	Percent of students in 8th grade who meet or exceed standard in mathematics Data Source: California Assessment of Student	A. 14.09% of All B. 13.25% Socio-Economically Disadvantaged C. 17.73% of English Language Learners	A. 17.02% of All B. 12.34% Socio-Economically Disadvantaged C. 0% of English Language Learners		A. 14.09% of All B. 13.25% Socio-Economically Disadvantaged C. 17.73% of EL D. 8.18% of Students	A. +2.93% of All B. -0.91% Socio-Economically Disadvantaged C. -17.73% of English Language Learners

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP)	D. 8.18% of Students Experiencing Homelessness E. 4.35% of Students with Exceptional Needs G. 8.82% of African American Students H. 13.38% of Hispanic/Latino Students	D. 10.37% of Students Experiencing Homelessness E. 3.16% of Students with Exceptional Needs G. 17.65% of African American Students H. 10.29% of Hispanic/Latino Students		Experiencing Homelessness E. 4.35% of Students with Exceptional Needs G. 8.82% of African American Students H. 13.38% of Hispanic/Latino Students	D. +2.19% of Students Experiencing Homelessness E. -1.19% of Students with Exceptional Needs G. +8.83% of African American Students H. -3.09% of Hispanic/Latino Students
4.3	Points Below Standard overall mathematics Data Source: Dashboard	22-23 Data: All students are -80.2 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -258.4 Los Arboles Middle -120.9 Marina Vista Elementary -96.4 Seaside High: -145.3 HISPANIC Districtwide: -100.3 Central Coast High: -261.8 Los Arboles Middle -139.3	23-24 Data: All students are -76.9 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -292.3 Los Arboles Middle -107.9 Marina Vista Elementary -87.4 Seaside High: -147.3 HISPANIC Districtwide: -98.3 Central Coast High: -308.8 Los Arboles Middle -127.8		To Achieve Green in the CA Dashboard, Math scores for all students will increase to -25 points below standard. Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -87.4 Seaside High: -115.0 HISPANIC Districtwide: -91.3	All students +3.3 RED Indicators ALL STUDENTS Central Coast High -33.9 Los Arboles Middle +13 Marina Vista Elementary +9 Seaside High: -2 HISPANIC Districtwide: +2 Central Coast High: -47 Los Arboles Middle +11.5 Marina High: +0.2 Marina Vista Elementary +7.9 Seaside High: +6.2

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marina High: -120.7 Marina Vista Elementary -109.9 Seaside High: -155.1 HOMELESS YOUTH Del Rey Woods Elementary: -107.7 Los Arboles Middle: -130.8 Monterey High: -143 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -99 Central Coast High: -258.6 Los Arboles Middle: -129.3 Marina Vista Elementary: -99.5 Seaside High: -148.5 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -155.1 Ione Olson Elementary: -160.8 La Mesa: -133.9 Los Arboles Middle: -203.6 Marina Vista Elementary: -185.6	Marina High: -120.5 Marina Vista Elementary -102 Seaside High: -148.9 HOMELESS YOUTH Del Rey Woods Elementary: -110.1 Los Arboles Middle: -127 Monterey High: -123.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -94.5 Central Coast High: -298.9 Los Arboles Middle: -125.1 Marina Vista Elementary: -91.6 Seaside High: -147.9 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -153 Ione Olson Elementary: -154.6 La Mesa: -144.8		Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina High: -111.7 Marina Vista Elementary: -95.0 Seaside High: -115.0 HOMELESS YOUTH Del Rey Woods Elementary:-95.0 Los Arboles Middle: -95.0 Monterey High: -115.0 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -90.0 Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -90.5 Seaside High; -115.0 STUDENTS WITH DISABILITIES	HOMELESS YOUTH Del Rey Woods Elementary: -2.4 Los Arboles Middle: +3.8 Monterey High: +19.8 SOCIOECONOMICALLY DISADVANTAGED Districtwide: +4.5 Central Coast High: -40.3 Los Arboles Middle: +4.2 Marina Vista Elementary: +7.9 Seaside High: +0.6 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: +2.1 Ione Olson Elementary: +6.2 La Mesa: -10.9 Los Arboles Middle: +12.1 Marina Vista Elementary: +9.8

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Los Arboles Middle: -191.5 Marina Vista Elementary: -175.8		Del Rey Woods Elementary: -95.0 Ione Olson Elementary: -95.0 La Mesa: -95.0 Los Arboles Middle: --95.0 Marina Vista Elementary: -95.0	

Goal Analysis [2024-25]

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.

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Overall implementation of Goal 4 Actions 4.1 - 4.3 proceeded as planned, with core actions, including curriculum investment, job-embedded support, and equitable enrichment opportunities, delivered across the district. The planned staffing, curriculum materials, assessments, and sixth-grade science camp were fully funded and implemented.

Some differences emerged during implementation. For Action 4.1, while the curriculum and iReady assessments were deployed, the use of data to guide instruction varied by site. For Action 4.2, job-embedded coaching was delivered, but consistency in access and follow-through on instructional changes differed between schools. For Action 4.3, science camp was successfully executed at scale, with few logistical barriers. Across all actions, challenges included maintaining consistent fidelity and tailoring support to the specific needs of English learners and students with disabilities. Successes included expanded student access to hands-on learning and increased teacher collaboration through embedded support structures.

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 4.1: Budget $132,000; Estimated Actual: $201.564

Action 4.2: Budget $169,989; Estimated Actual: $314, 543. The reason for material difference is an additional allocation of $152,548 to support the professional development of math and science educators through leadership stipends,
aimed at strengthening instructional capacity and addressing the evolving academic needs of our students.

Action 4.3: Budget $150,000; Estimated Actual: 209,186

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

Action 4.1 Limited Effectiveness: Math and Science Curriculum (TK–8) The percent of 5th graders meeting or exceeding math standards Metric 4.1 decreased slightly from 23.39% to 23.35% overall, with subgroup declines among English learners (-26.15%) and students experiencing homelessness (-3.82%). However, improvements were noted among socio-economically disadvantaged students (+3.87%) and African American students (+7.15%), indicating that supplemental materials and assessment tools (like iReady) may be helping to narrow some achievement gaps. District-wide implementation of iReady assessments allows for consistent data collection and progress monitoring throughout the year, informing instruction and interventions before high-stakes CAASPP testing.These results suggest that while foundational supports are in place, the curriculum and assessments alone are not producing systemwide gains, and deeper instructional changes may be needed.

Action 4.2 – Partially Effective: Math/Science Job-Embedded Expertise (TK–12) Among 8th graders Metric 4.2 , overall math performance increased by +2.93%, and African American students saw the most notable gains (+8.83%). However, English learners in 8th grade dropped by -17.73%, and socio-economically disadvantaged students declined by -0.91%, indicating that even with added STEM staffing and specialists, job-embedded coaching hasn't consistently closed subgroup performance gaps. Still, the Dashboard's overall math distance from standard improved Metric 4.3 (+3.3 points), suggesting some positive impact from site-level expertise and instructional support.

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Action 4.3 – Partially Effective: Field Trips (6th Grade Science Camp) This action's effectiveness is not directly measurable by CAASPP data, but it addresses engagement and access gaps. While not tied to immediate academic gains, it supports deeper understanding and real-world application for underrepresented students. Given its equity focus and consistent implementation LEA-wide, this action remains valuable for broader learning goals, especially for socioeconomically disadvantaged students and English learners. A few notable improvements in specific Science and Engagement metrics are 1.16 with improved science outcomes on CAASPP, as well as metric 1.16 for chronic absenteeism across all sites and district, indicating the impact of real-world hands-on experiences impacts overall academic and engagement for MPUSD students.

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

Action 4.1 – Description of Changes
No change was made to the overall goal or performance targets; however, adjustments were made to the types of curriculum materials and assessment supports. Based on feedback, additional investments were made in digital tools aligned to iReady and foundational math skill practice at the elementary level. The continued underperformance of English learners prompted a shift toward more structured intervention groupings supported by iReady diagnostics. Hands-on science supplements such as Mystery Science will remain, but instructional use will be monitored through site walkthroughs to improve fidelity.

Action 4.2 – Description of Changes

In response to continued low subgroup outcomes, particularly among ELs and students with disabilities, staffing was expanded to include more site-based accelerated learning specialists at the middle school level, targeting math instruction gaps. There is a renewed focus on coaching aligned to data cycles, ensuring that job-embedded expertise is responsive to formative assessment data. The action now also incorporates cross-department collaboration to strengthen the link between math intervention and core instruction.

Action 4.3 – Description of Changes
This action remains largely unchanged but was strengthened by standardizing the science camp experience across all 6th grade sites. Partner input reinforced the value of these field experiences, particularly for engaging students who are historically underserved. As such, the district has committed to sustained funding and logistic support to ensure 100% student participation, regardless of site.

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

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Action #	Title	Description	Total Funds	Contributing
4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Aligned with educational partners' input and based on current math performance metrics, MPUSD continues investing in standards-aligned TK–8 math and science curriculum and supplemental resources. This includes continued use of manipulatives, STEM tools, Mystery Science, and expanded access to digital math supports integrated with iReady diagnostics. These resources are aimed at accelerating growth, especially for English learners, foster youth, and socio-economically disadvantaged students. The district uses iReady assessments to track student progress and guide instruction ahead of CAASPP testing.	$107,249.87	Yes
4.2	Mathematics/Science Job Embedded Expertise: TK-12	MPUSD continues to build job-embedded expertise to improve math and science instruction across TK–12. Investments include STEM teachers on special assignment, middle school learning specialists, and expanded math accelerated learning specialists. These roles will provide more targeted, data-driven coaching cycles, aligned with formative assessments and intervention plans. This action addresses Red Dashboard indicators across student groups by ensuring that teachers have content-specific support to differentiate instruction. This action supports Red Indicators for Math on the Dashboard at all school sites and student groups as identified in the metrics 1.15 and 4.3.	$421,682.72	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Field Trips: 6th Grade	In response to educational partner feedback, MPUSD provides district-funded field trips for all 6th graders, including science camp. These hands-on, immersive experiences are designed to increase access and engagement for English learners, foster youth, and socio-economically disadvantaged students.This action continues with coordinated site support to ensure equitable participation and aligns with the district's broader commitment to providing real-world, standards-connected learning opportunities.	$209,186.28	Yes

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Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Advance progress across all schools by implementing Multi-Tiered Systems of Support (MTSS) and collaborating with educational partners to foster connectedness through a positive school culture, promoting inclusivity, collaboration, and student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of student engagement data (e.g., attendance, chronic absenteeism, suspension, expulsion rates), YouthTruth and other survey data, and other school climate/culture metrics will help the district continue progress and growth.

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During the LCAP development process, educational partners identified the need for the district to develop a comprehensive system of support so that all students can overcome barriers and succeed. The supports emphasized in community engagement meetings and surveys include: mental health, social emotional, parent engagement and education, before and after school care, credit recovery, and tutoring. This goal includes specific metrics the district will use to highlight the progress of the implementation of the Multi-Tiered Systems of Support framework.

Feedback this year indicated that the district is doing well with regard to:

- Strong Community and Culture: Positive feedback on the sense of community, inclusivity, and diversity within schools. Appreciation for family-like environments, supportive teacher-student relationships, and cohesive campus communities.
- Student Engagement and Voice: Valuing student council involvement, peer support programs like "Breaking Down the Walls," and opportunities for student input in school decision-making processes. Appreciation for events, spirit days, and assemblies fostering school pride and engagement.

Feedback noted this year that the district needs to increase engagement:

- Community Engagement and Support: Positive feedback on student council involvement and community-building initiatives like "Breaking Down the Walls." Requests for more parent involvement, community service opportunities, and collaboration between students and administration.

The district plans to continue supporting the advancement and progress across all schools by implementing Multi-Tiered Systems of Support and collaborating with educational partners to foster connectedness through a positive school culture, promoting inclusivity, collaboration, and student success. The actions that support and improve this goal will be measured through progress towards this goal using the metrics identified below.

This goal includes specific metrics the district will use to highlight the progress of the implementation of the Multi-Tiered Systems of Support framework.

Data indicates areas of growth and why the metrics were developed to support this goal:

» Student YouthTruth data analysis at the elementary school level indicates the district has made slight gains with regard to culture (+0.3), belonging (+0.3), school safety (+0.1), and diversity/equity/inclusion (+.02). It maintained steady in other areas and decreased slightly in engagement (-.02), instructional methods (-.02)
» Student YouthTruth data analysis at the middle school level indicates the district has made slight gains with regard to academic challenge (+.07), culture (+.07), and relationships (+.07). It maintained steady or had slight bumps in other areas and decreased in emotional and mental health (-.14) and engagement (-.01)
» Student YouthTruth data analysis at the high school level indicates the district has increased steadily in all areas minus emotional and mental health (-.02) and inclusion (-.05)
» Student attendance rate is 93.9% (last year) (As of publication time (6/5/25), the district was still gathering this data for 2024-2025.)
» Family YouthTruth data analysis at the elementary school level indicates the district has made slight gains overall and one area to continue growth in communication and feedback (-.18). All other areas remained steady or increased slightly over the previous year.
» Family YouthTruth data analysis at the middle school level indicates the district has has made gains overall in all areas minus one of culture (-.01) with the highest gains in resources (+.23), school safety (+.14), and diversity/equity/inclusion (+.10).
» Family YouthTruth data analysis at the high school level indicates the district has made overall gains in all areas minus two of communication and feedback (-.05) and diversity/equity/inclusion (-.02). There were slight gains in all other areas over last year with resources (+.08) and culture (+.06) being the highest.
» Staff YouthTruth data analysis at the elementary school level indicates the district has made steady gains increasing in all areas over the previous year with the highest gains in engagement (+.16), culture (+.17), and school safety (+.20).
» Staff YouthTruth data analysis at the middle school level indicates the district has made steady gains increasing in all areas over the previous year with the highest gains in engagement (+.23), culture (+.36), and school safety (+.56).
» Staff YouthTruth data analysis at the high school level indicates the district has made steady gains in all areas with the highest gains in engagement (+.13), culture (+.20), and school safety (+.33).

Notes:
» The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.
» Unless otherwise noted, data is from baseline year of the 2023-2024 school year.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Youth Truth Data Student, staff, and stakeholder perceptions are linked to academic outcomes, so it's important to know what our students are experiencing in our district, schools, and classrooms. MPUSD utilizes YouthTruth to measure these perceptions. Specifically, we will measure: engagement, academic challenge, instructional methods, culture, belonging, relationships, emotional and mental health, and diversity, equity and inclusion.	2023-2024 YouthTruth Student Data: Elementary (Average Rating) Engagement: 2.75 Academic Challenge: 2.39 Instructional Methods: 2.54 Culture: 2.17 Belonging: 2.32 Relationships: 2.68 School Safety: 2.49 Emotional & Mental Health: 2.32 Diversity, Equity, & Inclusion: 2.05 Middle (Average Rating) Engagement: 3.2 Academic Challenge: 3.42 Culture: 3.11 Belonging: 3.3 Relationships: 3.19 Emotional and Mental Health: 3.58 School Safety: 3.59 Inclusion: 3.23 High (Average) Engagement: 3.53	2024-2025 YouthTruth Student Data: Elementary (Average Rating) Engagement: 2.73 Academic Challenge: 2.39 Instructional Methods: 2.52 Culture: 2.20 Belonging: 2.35 Relationships: 2.68 School Safety: 2.50 Emotional & Mental Health: 2.33 Diversity, Equity, & Inclusion: 2.07 Middle (Average Rating) Engagement: 3.1 Academic Challenge: 3.49 Culture: 3.18 Belonging: 3.32 Relationships: 3.26 Emotional and Mental Health: 3.44 School Safety: 3.60		Maintain and Increase ... Elementary (Average) Engagement: 3.0 Academic Challenge: 3.0 Instructional Methods: 3.0 Culture: 2.5 Belonging: 3.0 Relationships: 3.0 School Safety: 3.0 Emotional & Mental Health: 2.75 Diversity, Equity, & Inclusion: 2.5 Middle (Average) Engagement: 4.0 Academic Challenge: 4.0 Culture: 3.75 Belonging: 3.75 Relationships: 3.75 Emotional and Mental Health: 4.0 School Safety: 4.0 Inclusion: 4.0 High (Average) Engagement: 4.0	2024-2025 YouthTruth Student Data: Elementary (Average Rating) Engagement: -.02 Academic Challenge: 0 Instructional Methods: -.02 Culture: +0.3 Belonging: +.03 Relationships: 0 School Safety: +0.1 Emotional & Mental Health: +.01 Diversity, Equity, & Inclusion: +.02 Middle (Average Rating) Engagement: -.01 Academic Challenge: +.07 Culture: +.07 Belonging: +.02 Relationships: +.07 Emotional and Mental Health: -.14 School Safety: +.01

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Challenge: 3.6 Culture: 3.31 Belonging: 3.39 Relationships: 3.21 Career and College Readiness: 3.19 Emotional and Mental Health: 3.56 Safety: 3.77 Inclusion: 3.59 Youth Truth Staff Data Elementary School (Average) Engagement: 3.90 Relationships: 4.04 Culture: 3.67 Professional Development: 3.7 School Safety: 3.65 Diversity, Equity and Inclusion: 4.21 Middle School (Average) Engagement: 3.92 Relationships: 3.96 Culture: 3.71 Professional Development: 3.65 School Safety: 3.62 Diversity, Equity and Inclusion: 4.25 High School (Average)	Inclusion: 3.26 High (Average) Engagement: 3.58 Academic Challenge: 3.62 Culture: 3.35 Belonging: 3.42 Relationships: 3.22 Career and College Readiness: 3.21 Emotional and Mental Health: 3.54 Safety: 3.83 Inclusion: 3.54 Youth Truth Staff Data Elementary School (Average) Engagement: 4.06 Relationships: 4.11 Culture: 3.84 Professional Development: 3.8 School Safety: 3.85 Diversity, Equity and Inclusion: 4.23 Middle School (Average) Engagement: 4.15 Relationships: 4.16		Academic Challenge: 4.0 Culture: 3.75 Belonging: 3.75 Relationships: 33.75 Career and College Readiness: 3.75 Emotional and Mental Health: 4.0 Safety: 4.0 Inclusion: 4.0 Youth Truth Staff Data Elementary School (Average) Engagement: 4.0 Relationships: 4.5 Culture: 4.0 Professional Development: 4.0 School Safety: 4.0 Diversity, Equity and Inclusion: 4.5 Middle School (Average) Engagement: 4.5 Relationships: 4.5 Culture: 4.0 Professional Development: 4.0 School Safety: 4.0	Inclusion: .03 High (Average) Engagement: +.05 Academic Challenge: +.02 Culture: +.04 Belonging: +.03 Relationships: +.01 Career and College Readiness: +.02 Emotional and Mental Health: -.02 Safety: +.06 Inclusion: -.05 Youth Truth Staff Data Elementary School (Average) Engagement: +.16 Relationships: +.07 Culture: +.17 Professional Development: +.01 School Safety: +.20 Diversity, Equity and Inclusion: +.02 Middle School (Average) Engagement: +.23

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Engagement: 3.98 Relationships: 4.02 Culture: 3.61 Professional Development: 3.63 School Safety: 3.56 Diversity, Equity and Inclusion: 4.19 Youth Truth Parent/Guardian/Family Data Elementary School (Average) Engagement: 3.76 Relationships: 4.25 Culture: 3.98 Communication and Feedback: 3.94 Resources: 3.86 School Safety: 3.7 Diversity, Equity and Inclusion: 4.07 Middle School (Average) Engagement: 3.37 Relationships: 3.81 Culture: 3.41 Communication and Feedback: 3.44 Resources: 3.34 School Safety: 3.11 Diversity, Equity and Inclusion: 3.71	Culture: 4.07 Professional Development: 3.91 School Safety: 4.18 Diversity, Equity and Inclusion: 4.32 High School (Average) Engagement: 4.11 Relationships: 4.08 Culture: 3.81 Professional Development: 3.65 School Safety: 3.89 Diversity, Equity and Inclusion: 4.36 Youth Truth Parent/Guardian/Family Elementary School (Average) Engagement: 3.82 Relationships: 4.27 Culture: 4.02 Communication and Feedback: 3.76 Resources: 3.88 School Safety: 3.7 Diversity, Equity and Inclusion: 4.08		Diversity, Equity and Inclusion: 4.5 High School (Average) Engagement: 4.5 Relationships: 4.5 Culture: 4.0 Professional Development: 4.0 School Safety: 4.0 Diversity, Equity and Inclusion: 4.5 Youth Truth Parent/Guardian/Family Data Elementary School (Average) Engagement: 4.0 Relationships: 4.75 Culture: 4.5 Communication and Feedback: 4.5 Resources: 4.0 School Safety: 4.25 Diversity, Equity and Inclusion: 4.5 Middle School (Average) Engagement: 4.0 Relationships: 3.5 Culture: 4.0	Relationships: +.2 Culture: +.36 Professional Development: School Safety: +.56 Diversity, Equity and Inclusion: +.07 High School (Average) Engagement: +.13 Relationships: +.06 Culture: +.20 Professional Development: +.02 School Safety: +.33 Diversity, Equity and Inclusion: +.17 Youth Truth Parent/Guardian/Family Elementary School (Average) Engagement: +.06 Relationships: +.02 Culture: +.04 Communication and Feedback: -.18 Resources: +.02 School Safety: 0

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School (Average) Engagement: 3.47 Relationships: 3.86 Culture: 3.74 Communication and Feedback: 3.54 Resources: 3.65 School Safety: 3.59 Diversity, Equity and Inclusion: 3.88	Middle School (Average) Engagement: 3.40 Relationships: 3.84 Culture: 3.40 Communication and Feedback: 3.49 Resources: 3.57 School Safety: 3.25 Diversity, Equity and Inclusion: 3.81 High School (Average) Engagement: 3.50 Relationships: 3.91 Culture: 3.80 Communication and Feedback: 3.49 Resources: 3.73 School Safety: 3.62 Diversity, Equity and Inclusion: 3.86		Communication and Feedback: 4.0 Resources: 3.75 School Safety: 3.75 Diversity, Equity and Inclusion: 4.0 High School (Average) Engagement: 4.0 Relationships: 4.0 Culture: 4.0 Communication and Feedback: 4.0 Resources: 4.0 School Safety: 4.0 Diversity, Equity and Inclusion: 4.0	Diversity, Equity and Inclusion: +.01 Middle School (Average) Engagement: +.03 Relationships: +.03 Culture: -.01 Communication and Feedback: +.05 Resources: +.23 School Safety: +.14 Diversity, Equity and Inclusion:+.10 High School (Average) Engagement: +.03 Relationships: +.05 Culture: +.06 Communication and Feedback: -.05 Resources: +.08 School Safety: +.03 Diversity, Equity and Inclusion: -.02
5.2	Attendance Rate Source:	2023-2024: 93.9%	As of publication time (6/5/25), the district was still gathering this data.		Attendance rate increase to 98%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Chronic Absenteeism Rate Source: California Dashboard	2022-2023 Data: All Students 26.7% All English Learners: 28.3% All Foster Youth: 50% All Socioeconomically Disadvantaged 31.8% (9/13/24: Added per MCOE recommendation) RED Indicators: ALL STUDENTS La Mesa 20.1%, Marina Vista 37% Monte Vista 26.7% Ord Terrace 27.3% HISPANIC La Mesa 31% Los Arboles Middle 36.8% Marina Vista Elementary 41.1% Monte Vista 29.7% Ord Terrace Elementary 25.4% HOMELESS YOUTH George C. Marshall Elementary 26.1% Los Arboles Middle 42.7%, Marina Vista Elementary 46.4%	2023-2024 Data: All Students 14.0% All English Learners: 14.4% All Foster Youth: 55.6% All Socioeconomically Disadvantaged 17.1% RED Indicators: ALL STUDENTS La Mesa 8.3%, Marina Vista 23% Monte Vista 9.8% Ord Terrace 14.2% HISPANIC La Mesa 14.5% Los Arboles Middle 27.1% Marina Vista Elementary 24.7% Monte Vista 13.9% Ord Terrace Elementary 12% HOMELESS YOUTH George C. Marshall Elementary 18.4% Los Arboles Middle 32.6%,		To Achieve Green on the CA Dashboard, we will decrease our Chronic Absenteeism Rate to a status of 10 percent chronically absent. Minimum Aim to Make YELLOW ALL STUDENTS: La Mesa 11.1 (-9.0), Marina Vista 28% (-9.0), Monte Vista 17.7%(-9.0), Ord Terrace 18.3% (-9.0) HISPANIC La Mesa 22.0% (-9.0), Los Arboles Middle 27.8% (-9.0), Marina Vista Elementary 32.1% (-9.0), Monte Vista 20.7% (-9.0), Ord Terrace Elementary 16.4%(-9.0)	2023-2024 Data: All Students -12.7% All English Learners: -13.9% All Foster Youth: +5.6% All Socioeconomically Disadvantaged -14.7% RED Indicators: ALL STUDENTS La Mesa -11.8%, Marina Vista -14% Monte Vista -16.9% Ord Terrace -13.1% HISPANIC La Mesa -16.5% Los Arboles Middle -9.7% Marina Vista Elementary -16.4% Monte Vista -15.8% Ord Terrace Elementary -13.4% HOMELESS YOUTH

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Martin Luther King 37.5% SOCIOECONOMICALLY DISADVANTAGED Ione Olson 42.8% La Mesa 29.3% Marina Vista 38.8% Monte Vista 36.8% Ord Terrace 27.5% Districtwide 31.8% ASIAN Ione Olson Elementary 27% [20.0] (7.0) ENGLISH LEARNER: La Mesa 30.6% Los Arboles Middle 37.9% Monte Vista 34.1% PACIFIC ISLANDER: Districtwide 37.1% STUDENTS WITH DISABILITIES: Dual Language Academy of the Monterey Peninsula 27.5% Ione Olson Elementary 49.6% Los Arboles Middle 46% Marina Vista Elementary 46.3%	Marina Vista Elementary 32.1% Martin Luther King 21.4% SOCIOECONOMICALLY DISADVANTAGED Ione Olson 26.9% La Mesa 13.4% Marina Vista 25.8% Monte Vista 15.2% Ord Terrace 12.9% Districtwide 17.1% ASIAN Ione Olson Elementary 16.7% ENGLISH LEARNER: La Mesa 9% Los Arboles Middle 27.2% Monte Vista 12.9% PACIFIC ISLANDER: Districtwide 20.2% STUDENTS WITH DISABILITIES: Dual Language Academy of the		HOMELESS YOUTH George C. Marshall 20.0% (-6.1), Los Arboles Middle 20.0% (-22.7), Marina Vista Elementary 20.0% (-26.4), Martin Luther King 28.5% (-9.0) SOCIOECONOMICALLY DISADVANTAGED Ione Olson Elementary 33.8% (-9.0), La Mesa 20.3% (-9.0), Marina Vista 29.8% (-9.0), Monte Vista 27.8% (-9.0), Ord Terrace Elementary 18.5% (-9.0), Districtwide 22.8% (-9.0) ASIAN Ione Olson Elementary 20.0% (-7.0)	George C. Marshall Elementary -7.7% Los Arboles Middle -10.1%, Marina Vista Elementary -14.3% Martin Luther King -16.1% SOCIOECONOMICALLY DISADVANTAGED Ione Olson -15.9% La Mesa -15.9% Marina Vista -13% Monte Vista -21.6% Ord Terrace -14.6% Districtwide -14.7% ASIAN Ione Olson Elementary -10.3% ENGLISH LEARNER: La Mesa -21.6% Los Arboles Middle -10.7% Monte Vista -21.2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Monte Vista 31.1% Ord Terrace Elementary 41.4% Seaside Middle 34.1% Districtwide 35.8% WHITE: Ione Olson 28.3% Marina Vista 30% Monte Vista 25.6% Districtwide 20.2%	Monterey Peninsula 10.2% Ione Olson Elementary 31.3% Los Arboles Middle 36.8% Marina Vista Elementary 25.9% Monte Vista 16.7% Ord Terrace Elementary 27.3% Seaside Middle 23.9% Districtwide 21.6% WHITE: Ione Olson 12.5% Marina Vista 22% Monte Vista 6.1% Districtwide 8.8%		ENGLISH LEARNER: La Mesa 21.6% (-9.0), Los Arboles Middle 20.0% (-17.9), Monte Vista 20.0% (-14.1) PACIFIC ISLANDER: Districtwide 20.0% (-17.1) STUDENTS WITH DISABILITIES: Dual Language Academy of the Monterey Peninsula 20.0% (-7.5), Ione Olson 20% (-29.6), Los Arboles Middle 20.0% (-26.0), Marina Vista 20.0% (-26.3), Monte Vista 20.0% (-11.1), Ord Terrace 20.0% (-21.4), Seaside Middle 20.0% (-34.1), Districtwide 26.8% (-9.0) WHITE:	PACIFIC ISLANDER: Districtwide -16.9% STUDENTS WITH DISABILITIES: Dual Language Academy of the Monterey Peninsula -17.3% Ione Olson Elementary -18.3% Los Arboles Middle -9.2% Marina Vista Elementary -20.4% Monte Vista -14.4% Ord Terrace Elementary -14.1% Seaside Middle -10.2% Districtwide -14.2% WHITE: Ione Olson -15.8% Marina Vista -8% Monte Vista -19.5% Districtwide -11.4%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Ione Olson 20.0% (-18.3), Marina Vista 20.0% (-10.0), Monte Vista 16.6% (-9.0), Districtwide 11.2% (-9.0)	
5.4	Suspension Rate Source: California Dashboard	22-23 School Year Suspension rates is 3.7% English Learner Districtwide: 3.9% (9/13/24: Added per MCOE recommendation) Red Indicators: ALL STUDENTS Central Coast High 9.8% Los Arboles Middle 10.7% Marina High 7% Seaside High 7.1% HISPANIC Los Arboles Middle 10.6% Marina High 9.2% Seaside High 7.7% HOMELESS YOUTH Central Coast High 16.7%	23-24 School Year Suspension rates is 3.6% English Learner Districtwide: 4.5% Red Indicators: ALL STUDENTS Central Coast High 24% Los Arboles Middle 8.4% Marina High 3.7% Seaside High 7.2% HISPANIC Los Arboles Middle 7.7% Marina High 3.4% Seaside High 6.9% Central Coast 26.5% (NEW: Central Coast was added this year)		To Achieve Green on the CA Dashboard, we will decrease our Suspension Rate for all students, leading to a status of 2.8 percent suspended with a reduction of .9% Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High 8.9% (-0.9), Los Arboles Middle 9.8% (-0.9) Marina High 6.1% (-0.9), Seaside High 6.2% (-0.9) HISPANIC Los Arboles Middle 9.7% (-0.9), Marina High 8.3% (-0.9),	Suspension rates is -0.1% English Learner Districtwide: +0.6% Red Indicators: ALL STUDENTS Central Coast High +14.2% Los Arboles Middle -2.3% Marina High -3.3% Seaside High +0.1% HISPANIC Los Arboles Middle - 2.9% Marina High - 5.8% Seaside High - 0.8% Central Coast High - N/A (NEW: Central Coast was added this year)

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Los Arboles Middle 12.4% Marina High 12.1% Monterey High 8.2% Seaside High 8.5% Seaside Middle 11.5% Districtwide 5.5% SOCIOECONOMICALLY DISADVANTAGED La Mesa 3.9% Los Arboles Middle 11.4% Marina High 9.2% Seaside High 8% Seaside Middle 8.9% Districtwide 4.6% ENGLISH LEARNER Monterey High 12.3% Seaside High 10.7% Seaside Middle 9.9% STUDENTS WITH DISABILITIES Del Rey Woods Elementary 7.5% Los Arboles Middle 16.1% Marina High 12.1% Monte Vista 10.5% Monterey High 12.8% Seaside High 7.1% Districtwide 6.4% BLACK/AFRICAN AMERICAN	HOMELESS YOUTH Central Coast High 17.5% Los Arboles Middle 8.1% Marina High 3.8% Monterey High 2.8% Seaside High 8.4% Seaside Middle 15.4% Districtwide 5% SOCIOECONOMICALLY DISADVANTAGED La Mesa 2.8% Los Arboles Middle 8.3% Marina High 4.3% Seaside High 7.4% Seaside Middle 13% NEW Central Coast 25.2% Districtwide 4.3% ENGLISH LEARNER Monterey High 5.3% Seaside High 10.3% Seaside Middle 20%		Seaside High 6.8% (-0.9) HOMELESS YOUTH Central Coast High 10.0% (-6.7), Los Arboles Middle 12.4% [-11.5] (0.9), Marina High 10.0% (-2.1), Monterey High 7.3% (-0.9), Seaside High 7.6% (-0.9), Seaside Middle 10.4% (-0.9), Districtwide 4.6% (-0.9) SOCIOECONOMICALLY DISADVANTAGED La Mesa 3.0% (-0.9), Los Arboles Middle 10.5% (-0.9), Marina High 8.3% (-0.9), Seaside High 7.1% (-0.9), Seaside Middle 8.0% (-0.9), Districtwide 4.3% (-0.3)	HOMELESS YOUTH Central Coast High +0.8% Los Arboles Middle -4.3% Marina High -8.3% Monterey High -5.4% Seaside High -0.1% Seaside Middle +3.9% Districtwide -0.5% SOCIOECONOMICALLY DISADVANTAGED La Mesa -1.1% Los Arboles Middle -3.1% Marina High -4.9% Seaside High -0.6% Seaside Middle +4.1% Central Coast - N/A (NEW: Central Coast was added this year) Districtwide -0.3% ENGLISH LEARNER

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marina High 11.9% Seaside High 10.5% Districtwide 6.7% FOSTER YOUTH Districtwide 8.7%	Central Coast 31.5% (NEW: Central Coast was added this year) STUDENTS WITH DISABILITIES Del Rey Woods Elementary 3% Los Arboles Middle 10.1% Marina High 6.3% Monte Vista 7.7% Monterey High 7.8% Seaside High 9.4% Districtwide 5.6% BLACK/AFRICAN AMERICAN Marina High 12.5% Seaside High 20% Districtwide 8.9% FOSTER YOUTH Districtwide 9.4%		ENGLISH LEARNER Monterey High 10.0 % (-2.3), Seaside High 9.8% (-0.9), Seaside Middle 9.0% (-0.9) STUDENTS WITH DISABILITIES Del Rey Woods Elementary 6% (-1.5), Los Arboles Middle 12.0% (-4.1), Marina High 10.0% (-2.1), Monte Vista 6% (-4.5), Monterey High 10% (-2.8), Seaside High 6.2% (-0.9), Districtwide 5.5% (-0.9) BLACK/AFRICAN AMERICAN Marina High 10% (-1.9) Seaside High 9.6% (-0.9), Districtwide 5.8% (-0.9)	Monterey High -7% Seaside High -0.4% Seaside Middle +10.1% Central Coast - N/A (NEW: Central Coast was added this year) STUDENTS WITH DISABILITIES Del Rey Woods Elementary -4.5% Los Arboles Middle -6% Marina High -5.8% Monte Vista -2.8% Monterey High -5% Seaside High +2.3% Districtwide -0.8% BLACK/AFRICAN AMERICAN Marina High +0.6% Seaside High +9.5% Districtwide +0.6% FOSTER YOUTH Districtwide +0.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					FOSTER YOUTH Districtwide 7.8% (-0.9)	
5.5	Expulsion Rate Source: Internal	23-24 Data: .09% 9 Students	24-25 data: .07%		.03%	Difference: .-02% (decrease)
5.6	Williams Facilities Inspections Source: Internal	2022-2023 Data Williams Facilities Inspections Exemplary: 0 Good: 16	2023-2024 Data Williams Facilities Inspections Inspections performed in July 2024 Exemplary: 0 Good: 16		Facilities Rankings Exemplary: 0 Good: 16	Remained steady; no difference to report
5.7	Engage parents/guardians/families of students with exceptional needs	Participation in the annual Extended School Year stakeholder meeting: (percentage rate) Engage families in their annual IEP meeting: 100%	Participation in the annual Extended School Year stakeholder meeting: (percentage rate) Engage families in their annual IEP meeting: 100%		Participation in the annual Extended School Year stakeholder meeting: (percentage rate) Engage families in their annual IEP meeting: 100%	Remained steady; no difference to report
5.8	Other Local Measures for school climate, Source: Local YouthTruth : Engage parents/guardians/famili	2023-2024 Data Parent Workshops Abriendo Puertas Program Fall 2023: 17 attendees; 13 completed	2024-2025 Data Parent Workshops Abriendo Puertas Program		Parent Workshops Increase of 10 - 15% participation each year and by year three an increase between	Difference # of parent workshops:

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	es of English learners, foster youth, students experiencing homelessness, socioeconomically disadvantaged students	Spring 2024: 5 attendees; cancelled due to low attendance Loving Solution Program Fall 2023: 17 attendees; 10 completed Spring 2024: 10 attendees Strengthening Families Program Fall 2023: 12 parents; 11 youth; 11 completed Cara 7 Carazon Program Fall 2023: 17 attendees; 11 completed Spring 2024: 8 attendees; 7 completed PIQE Signature Program Spring 2024: 14 English attendees, 16 Spanish attendees; 17 completed PIQE Family Bridge to College	Fall 2024: 20 attendees; 18 completed Spring 2025: 31 attendees; 28 completed Loving Solution Program Fall 2024: 17 attendees; 10 completed Spring 2025: 10 attendees Strengthening Families Program Fall 2024: 12 parents; 11 youth; 11 completed Cara 7 Carazon Program Fall 2024: Cancelled due to low participation Spring 2025: 15 attendees; in progress PIQE Signature Program Spring 2025: 5 English attendees, 44 Spanish attendees; 44 completed		30 - 45% increase of parent participation.	# of community engagement events: Abriendo Puertas Program Fall: +3 attendees; +5 completed Spring: +26 attendees; +28 completed Loving Solution Program Fall: 0 attendees; 0 completed Spring: 0 attendees Strengthening Families Program Fall: 0 parents; 0 youth; 0 completed Cara 7 Carazon Program Fall: -17; -11 Spring: +7 attendees; in progress PIQE Signature Program Spring: -9 English attendees, +28 Spanish

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2023 (1): 44 English attendees; 100 Spanish attendees; 88 completed Fall 2023 (2): 25 English attendees; 120 Spanish attendees; 100 completed Spring 2024: 31 attendees; 44 Spanish attendees; 60 completed PIQE Social Emotional Learning: In progress; TBD	PIQE Family Bridge to College Fall 2024: 10 English attendees; 210 Spanish attendees; 200 completed Spring 2025: 19 attendees; 40 Spanish attendees; 50 completed PIQE Social Emotional Learning Fall 2024: 10 English; 40 Spanish; 40 completed Spring 2025: 10 English; 45 Spanish; still in progress Tucker the Turtle Spring 2025: 15 attendees; 13 completed Bullying Prevention Workshop			attendees; +27 completed PIQE Family Bridge to College Fall: -34 English attendees; +110 Spanish attendees; +112 completed Spring: -12 attendees; -4 Spanish attendees; -50 completed PIQE Social Emotional Learning Fall: Incomplete data from baseline year and not able to calculate Spring: Incomplete data from baseline year and not able to calculate Tucker the Turtle NEW; not able to calculate due to new addition

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Spring 2025: 15 Spanish attendees; 7 English attendees			Bullying Prevention Workshop NEW; not able to calculate due to new addition

Goal Analysis [2024-25]

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

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

Overall, the actual implementation of the actions 5.1 through 5.8 within Goal 5 closely matched the plan and staff were able to effectively implement these specific actions consistent with the plan.

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Successes and challenges of implementation:

Action 5.1: Invested in mental health support staff at elementary schools, transitional kindergarten through 8th grade schools, middle schools, and high schools, and alternative educational school. The district also invested in a social worker supporting our McKinney Vento youth and mental health therapist providing services to students with IEP's. These investments were based on educational partners feedback and input to support mental health at all levels in the system to help English learners, foster youth, and students who are experiencing homelessness or who are socioeconomically disadvantaged.

This included mental health support staff at elementary schools (7), transitional kindergarten - 8 schools (3), middle schools (2), high schools (6), and the district's alternative educational school (2). This action was fully implemented.

Action 5.2: Invested in Multi-Tiered Systems of Supports identifying specific needs of students and assigning interventions and supports through site staff to meet the needs; food, clothing and shelter needs through a homeless liaison and community liaisons; provided individualized supports in high need circumstances through case management; provided onsite student resource centers at high schools and smaller resource centers at elementary and middle schools, and a centrally located larger Family Resource Center. Supported emergency short-term housing through partnership with Motel 6. These investments were based on educational partners feedback and input.

This included: Resource Centers, transportation costs, McKinney Vento and Foster Youth homeless liaison and middle school social worker to support students experiencing homelessness and/or foster youth (McKinney Vento and Foster Youth). This action was fully implemented.

Action 5.3: Investment in various positions to continue supporting districtwide efforts to address mental health and social and emotional issues. These investments aligned with educational partners feedback and input. This included the investment of two mental health clinicians, director of multi-tiered systems of support, and director of prevention/attendance/safety. This action was fully implemented.

Action 5.4: Investment in a contract with National Center for Youth Law to support its students experiencing homelessness (McKinney Vento) and foster youth. This action was fully implemented.

Action 5.5: Investment in contracts community partners to provide services to support English learners, foster youth and students who are socio- economically disadvantaged. Partnerships with organizations such as: Youth Mental Health First Aid, Teen Mental Health First Aid Training, Village Project, Committee for Children Second Step, Open Parachute, Playworks Ed., Community Human Services, National Council for Well Being, Equine Healing Collaborative and Care Solace. This action was fully implemented.

Action 5.6: Investment in school psychologists to support English learners, foster youth and students who are socio-economically disadvantaged. This action was fully implemented.

Action 5.7: Investment in programs, such as Attention to Attendance/Everyday Labs, attendance/absenteeism clerks to support students in coming to school. Aligned with educational partners feedback and input, MPUSD continued its efforts, including contracting with Everyday Labs and investing in attendance/absenteeism clerks to support English learners, foster youth and students who are socio-economically disadvantaged in improving attendance and engagement at school. Other investments included short-term Independent Study stipends for teachers/staff, a high school intervention attendance specialist, lead supervisory assistants, health assistants, and health coordinator. MPUSD is seeing success with this action in 2024-2025. This action was fully implemented.

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Action 5.8: Aligned with educational partners feedback and input, transparency and effective communications continues to be a priority. The district invested in a communications specialist to increase district communication and transparency efforts through the timely updating of the district and school websites, coordination of district social media platforms, production of user-friendly videos about MPUSD, its schools, students and staff. This action also invested in services with ParentSquare (districtwide communication platform), Edlio (website content management system), Language Line and Alboum (translation services), GoBo Graphics (user-friendly LCAP videos and informational materials for families), and website stipends ($1,500 for a liaison at each school site to maintain the school website for the year). This action was fully implemented.

Action 5.9: Aligned with educational partners feedback and input parent engagement continues to be a priority, the district contracted with educational partners to support its transparency and engagement efforts. Additionally, the district contracted with educational partners to help support the parent engagement workshops and trainings across the district. Locations were identified at school sites that were centrally located in each of our learning communities of Marina, Monterey and Seaside. The district also continued investment in providing districtwide family engagement events, such as Back-to-School Bash, early childhood education registration events, parent/family meetings (district advisory council and district english learner advisory council aka ELAC and DELAC). Additionally, it invested in two high school deans and a parent education trainer. This action was fully implemented.

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.

5.1 We reduced elementary mental health support staff by 2.57 full-time equivalent, middle school mental health support staff by 0.34 full-time equivalent, high school mental health support staff by 2.32 full-time equivalent, and mental health support staff at Central Coast High School by 0.7 full-time equivalent. This was due to school site shifts, programmatic needs, staffing shortages. We reduced mental health support staff across elementary, middle, high school, and Central Coast High School levels due to site-level shifts, evolving programmatic needs, and ongoing staffing shortages that limited our ability to fill all positions.

5.2 We reduced McKinney Vento and Foster Youth middle school social worker by 0.3956 full-time equivalent and increased mental health clinician by 0.3936 full-time equivalent. A reduction in the McKinney Vento and Foster Youth middle school social worker position was offset by an increase in a mental health clinician role, aligning support services more closely with current student needs and available staffing resources.

5.3 We reduced the director of multi-tiered systems of support position by 0.226 full-time equivalent and increased the contract with the National Center for Youth Law by $145,090. We slightly reduced the Director of Multi-Tiered Systems of Support position to better balance leadership capacity and redirected resources toward expanding our contract with the National Center for Youth Law, allowing us to deepen our student advocacy and legal support services.

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5.4: We revamped our partnership with National Center for Youth Law from a direct services model to a consultation model. This accounts for the reduction in expenditure.

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5.5: We eliminated one of our contracts with Playworks, which accounts for a material difference.

5.6 We added one full-time equivalent psychologist. We added one full-time equivalent psychologist to meet the growing mental health assessment and intervention needs of students districtwide.

5.7 We added 1 full-time equivalent health assistant. We added a full-time health assistant to enhance school site health support and ensure consistent coverage amid increased health-related student needs.

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

Action 5.1 Effective - The investments in mental health support staff at elementary schools, transitional kindergarten through 8th grade schools, middle schools, and high schools, and alternative educational school, as well as an investment in a social worker and mental health therapist have proven effective in supporting our students, particularly students who are English learners, foster youth, and students who are experiencing homelessness or who are socioeconomically disadvantaged. YouthTruth survey results (Metric 5.1) predominantly show the district has made steady growth indicating the investments are working. Additionally, the district saw improvement in its attendance rate, chronic absenteeism rate, suspension and expulsion rate. Williams Facilities inspections remained the same. These metrics of 5.2, 5.3, 5.4, 5.5, and 5.6 saw overall improvement due to this action. Overall, this action and investments were effective.

Action 5.2 Effective – In alignment with feedback from educational partners, MPUSD's continued investment in student and family resource centers, transportation, and targeted staff positions under the McKinney-Vento and Foster Youth Act has proven effective in supporting students experiencing homelessness and foster youth. These efforts include school-based and centralized resource centers, direct case management, transportation services, and dedicated staff such as a homeless liaison, middle school social worker, and community liaisons. Through a Multi-Tiered System of Supports, schools are able to identify student needs and provide targeted interventions, including access to food, clothing, and shelter. These supports have contributed to increased stability and access to education for these vulnerable student groups and align with attendance and chronic absenteeism rates declining (Metrics 5.2 and 5.3), and positive growth in YouthTruth survey results (Metric 5.1). The district also saw a reduction in its suspension rate and expulsion rate and the improvement in these areas were due to this action (metrics 5.4 and 5.5). Overall, actions were effective.

Action 5.3 Effective – In alignment with educational partner feedback identifying mental health and social-emotional support as a top priority, MPUSD continued its investment in key districtwide positions to lead and expand these efforts. This included a mental health clinician, a director of Multi-Tiered Systems of Support, and a director of prevention, attendance, and safety. These roles have been instrumental in implementing proactive strategies and providing responsive supports to students and families. This action directly addresses areas of need identified in state Dashboard Red Indicators, particularly chronic absenteeism (Metric 5.3), while also contributing to improvement in overall attendance rates (Metric 5.2), suspension rates (Metric 5.4), and expulsion rates (Metric 5.5). In addition, YouthTruth Survey data (Metric 5.1) shows positive trends in students' perceptions of school safety, belonging, and emotional support. Collectively, these metrics demonstrate that this action was effective in improving student well-being and school climate.

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Action 5.4 Effective – In alignment with educational partner feedback, MPUSD invested in a partnership with the National Center for Youth Law to further strengthen support for students experiencing homelessness (McKinney-Vento) and foster youth. This action complements ongoing investments in site-based and centralized resource centers that provide food, clothing, shelter referrals, case management, and other wraparound services. The collaboration with the National Center for Youth Law brings legal expertise, systems navigation support, and advocacy for students' rights—ensuring these vulnerable populations have equitable access to education and needed services. This action directly addresses areas of need identified in state Dashboard Red Indicators, particularly chronic absenteeism (Metric 5.3), while also contributing to improvements in attendance rates (Metric 5.2), suspension rates (Metric 5.4), and expulsion rates (Metric 5.5). In addition, YouthTruth Survey data (Metric 5.1) indicates growth in students' perceptions of safety, inclusion, and emotional well-being. Together, these outcomes show this action was effective in advancing equity and supporting student success.

Action 5.5 Effective – Based on ongoing input from educational partners, MPUSD continues to prioritize student mental health and social-emotional well-being, particularly for English learners, foster youth, and socioeconomically disadvantaged students. In response, the district has expanded its partnerships with community-based organizations to provide direct services, trainings, and therapeutic supports. This includes collaborations with providers such as Youth Mental Health First Aid, The Village Project, Community Human Services, Open Parachute, Playworks Education, Equine Health Collaborative, and others offering support through trauma-informed care, mental health workshops, substance abuse prevention, restorative practices, and youth leadership development. These efforts are designed to foster resilience, build positive school culture, and proactively reduce discipline incidents. This action supports measurable improvements across key student outcome metrics: attendance rates (Metric 5.2), chronic absenteeism (Metric 5.3), suspension rates (Metric 5.4), expulsion rates (Metric 5.5), and student perception data from the YouthTruth Survey (Metric 5.1). Results to date indicate that this comprehensive and community-driven approach is effective in supporting student well-being and contributing to a safer, more connected school environment.

Action 5.6 Effective – In alignment with feedback from educational partners, MPUSD has continued to prioritize mental health support by investing in school psychologists to meet the growing social-emotional needs of students—particularly English learners, foster youth, and socioeconomically disadvantaged students. These professionals play a critical role in early identification of student needs, providing direct mental health services, supporting special education assessments, and contributing to a positive school climate. The impact of this investment is reflected in key outcome data, including improved attendance rates (Metric 5.2), reduced chronic absenteeism (Metric 5.3), lower suspension (Metric 5.4) and expulsion rates (Metric 5.5), and positive trends in YouthTruth Survey results (Metric 5.1) related to student well-being, belonging, and support. These results confirm that this action has been effective in addressing student mental health needs and supporting overall school success.

Action 5.7 Effective – The district has faced challenges in engaging students and improving attendance; however, in alignment with feedback from educational partners, MPUSD has continued to strengthen its efforts through targeted interventions. These include a partnership with Everyday Labs to provide timely, data-driven communication to families, and investments in attendance/absenteeism clerks to directly support English learners, foster youth, and socioeconomically disadvantaged students. Additional supports include short-term Independent Study stipends for teachers and staff, a high school intervention attendance specialist, lead supervisory assistants, health assistants, and a district health coordinator. These roles work together to ensure early outreach, consistent follow-up, and tailored interventions to remove barriers to regular school attendance. This comprehensive approach is measured through improvements in attendance rates (Metric 5.2), reductions in chronic absenteeism (Metric 5.3), and decreases in suspension (Metric 5.4) and expulsion rates (Metric 5.5). Data trends indicate these actions have been effective in re-engaging students and fostering a culture of consistent school participation.

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Action 5.8 Effective – In alignment with educational partner feedback, MPUSD has prioritized transparency and effective communication by investing in a full-time communications specialist. This role has expanded the district's capacity to keep families informed through timely website updates, management of district social media platforms, and the production of user-friendly videos highlighting MPUSD's schools, students, and staff. This action also includes continued investment in communication tools such as ParentSquare (districtwide messaging), Edlio (website content management), Language Line and Alboum (translation and interpretation services), GoBo Graphics (visual LCAP materials), and school site website stipends to support ongoing content maintenance. These efforts help ensure that all families—regardless of language or access barriers—can stay informed and engaged. Improvements are measured through YouthTruth student and parent survey results (Metric 5.1), ParentSquare internal analytics (message reach and frequency), website visit data, and social media engagement metrics. These indicators confirm that this action has been effective in enhancing district transparency and strengthening family and community communication.

Action 5.9 Partially Effective – In response to educational partner feedback identifying parent and family engagement as a continued priority, MPUSD has invested in multiple strategies to strengthen connection and transparency. This included contracts with educational partners to support workshops, trainings, and districtwide family engagement events such as the Back-to-School Bash, YouthTruth Data Dives, early childhood education registration events, and advisory meetings (including DELAC and DAC). The district also invested in two high school deans and a parent education trainer to support site-based and districtwide efforts. However, the action was only partially effective due to shifts in staffing and delivery model. As part of a refined approach, the district is reducing the districtwide family engagement coordinator position and moving engagement opportunities to school sites, particularly leveraging the newly added community school coordinators in Marina, Monterey, and Seaside. These changes aim to make services more accessible and responsive to local needs. Effectiveness is measured through YouthTruth family survey data (Metric 5.1) and internal tracking of workshop participation rates. While engagement efforts

have had pockets of success, adjustments are being made to better align resources with school-based implementation and increase participation 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.

As of publication time (6/5/25), the district was still gathering this data to update Central Coast High School ADD for English learners, Socioeconomically disadvantaged, and Hispanic because it is an equity multiplier school. We are gathering SPECIFIC AREA FOR ALL REDS for Central Coast High School.

Action 5.1: There were no significant changes made to action 5.1.
Action 5.2: There were no significant changes made to action 5.1.
Action 5.3: Added PBIS stipends to the 2025-2026 school year. This action item was changed from Social and Emotional Support: TK-12 to Multi-Tiered Systems of Support to be more broad and address more expanded services beyond social and emotional support.
Action 5.4: Due to shifting priorities and educational partner feedback, in the 2025-2026 school year we are eliminating the contract with The National Center for Youth Law. The district will continue to support our McKinney Youth through internal staffing.
Action 5.5: Due to shifting priorities and educational partner feedback, in the 2025-2026 school year we are eliminating the partnership with Playworks. The district will continue to implement utilizing site base staff.
Action 5.5: Due to shifting priorities and educational partner feedback, in the 2025-2026 school year we are eliminating the partnership with Care Solace. The district will continue to provide needed outside mental health referrals for students and families through our site based mental health staff.
Action 5.7: There were no significant changes made to action 5.1.
Action 5.8: Due to shifting priorities and educational partner feedback, in the 2025-2026 school year we are eliminating the website stipends ($1,500) at each school site to maintain the school websites. School or district staff will continue to maintain the website content to ensure communications and transparency.
Action 5.9: Due to shifting priorities and educational partner feedback, in the 2025-2026 school year we will no longer invest in a districtwide family engagement coordinator that facilities districtwide parent engagement workshops. The district will continue to engage families, but more at the localized school site level.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health Support: TK-12	Aligned with educational partners feedback and input, MPUSD is investing in mental health support at all levels in the system to support English learners, foster youth, and students who are experiencing homelessness or who are socioeconomically disadvantaged. This includes: Mental health support staff at elementary schools, transitional kindergarten through 8th grade schools, middle schools, and high schools, and alternative educational school. The district will also invest in a social worker and mental health therapist.	$1,937,649.07	Yes
5.2	Foster Youth and Students Experiencing homelessness: TK-12	Aligned with educational partners feedback and input, MPUSD will continue its investment in its Resource Centers and transportation costs to support students experiencing homelessness and/or foster youth under the McKinney Vento and Foster Youth Act. This includes: Utilization of multi-Tiered Systems of Supports identifying specific needs of students and assigning interventions and supports through site staff to meet the needs; assisting with food, clothing and shelter needs through a homeless liaison and community liaisons; providing individualized supports in high need circumstances through case management; provide onsite student resource centers at high schools and smaller resource centers at elementary and middle schools, and a centrally located larger Family Resource Center. This goal also specifically invests in a McKinney Vento and Foster Youth Homeless liaison, middle school social worker, community liaison leaders focused on students experiencing homelessness and issues, resource centers, and transportation for students.	$185,606.67	Yes

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Action #	Title	Description	Total Funds	Contributing
5.3	Multi-Tiered Systems of Support: TK-12	Aligned with educational partners feedback and input, MPUSD will continue its investment in social and emotional support as it was a top priority. Accordingly the district will invest in various positions to continue supporting districtwide efforts to address mental health and social and emotional issues. This goal includes the investment of a mental health clinician, director of multi-tiered systems of support, and director of prevention/attendance/safety, as well as PBIS stipends. This action addresses the Red Indicators on the Dashboard for Chronic Absenteeism identified in Metric 5.3.	$824,333.17	Yes
5.4	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	Aligned with educational partners feedback and input, MPUSD is partnering with National Center for Youth Law (https://youthlaw.org/) for consulting only to support its students experiencing homelessness (McKinney Vento) and foster youth. Previously, the district contracted for direct services and has scaled back the partnership for consultation.	$80,000.00	Yes
5.5	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Aligned with educational partners feedback and input, MPUSD is investing in mental health and social and emotional health as this continues to be at the forefront of educational partners minds. Accordingly, the district will contract with community partners to provide services to support English learners, foster youth and students who are socio-economically disadvantaged. This supports lowering suspension rates for all Red Indicators, listed above. Investment may include partnerships with organizations, such as: Youth Mental Health First Aid, Mental Health First Aid Training, Village Project, Committee for Children Second Step, Open Parachute, Community Human Services, Equine Health Collaborative, Restorative Justice Practices, Mindful Life Project, Substance Abuse Workshops/Trainings, PBIS materials, Youth Leadership program at high school, and contract services for mental health.	$242,003.52	Yes

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Action #	Title	Description	Total Funds	Contributing
5.6	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Aligned with educational partners feedback and input, MPUSD will continue to focus on mental health issues. Based on what partners prioritized, the district will invest in school psychologists to support English learners, foster youth and students who are socio-economically disadvantaged.	$1,224,875.06	Yes
5.7	Attendance: Transitional Kindergarten - 12	The district has struggled with engaging students to attend school. Aligned with educational partners feedback and input, it will continue its efforts, including contracting with Everyday Labs and investing in attendance/absenteeism clerks to support English learners, foster youth and students who are socio-economically disadvantaged in improving attendance and engagement at school. Other investments include short-term Independent Study stipends for teachers/staff, a high school intervention attendance specialist, lead supervisory assistants, health assistants, and health coordinator.	$3,726,667.14	Yes
5.8	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Aligned with educational partners feedback and input, transparency and effective communications continues to be a priority. A communications specialist will increase district communication and transparency efforts through the timely updating of the district and school websites, coordination of district social media platforms, production of user-friendly videos about MPUSD, its schools, students and staff. This action also includes services with ParentSquare (districtwide communication platform), Edlio (website content management system), Language Line and Alboum (translation services), and GoBo Graphics (user-friendly LCAP videos and informational materials for families).	$422,952.78	Yes
5.9	Parent engagement: Transitional Kindergarten - 12	Aligned with educational partners feedback and input parent engagement continues to be a priority, the district will contract with educational partners to support its transparency and engagement efforts.	$346,671.24	Yes

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Action #	Title	Description	Total Funds	Contributing
		Additionally, the district will contract with educational partners to help support the parent engagement workshops and trainings across the district. Locations would be identified at school sites that are centrally located in each of our learning communities of Marina, Monterey and Seaside. Finally, the district will continue investment in providing districtwide family engagement events, such as Back-to-School Bash, YouthTruth Data Dives with families, early childhood education registration events, parent/family meetings (district advisory council and district english learner advisory council aka ELAC and DELAC). This also includes two high school deans and a parent education trainer.		

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Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, all students, particularly low-income, and hispanic youth, at Community Day, Community Day Middle, and Central Coast High, will demonstrate growth towards meeting or exceeding standards in ELA as measured by CAASPP test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting ELA throughout the District, but all students, and particularly low-income, and Hispanic youth, will demonstrate growth towards, our Equity Multiplier school site. This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and ELD as well as improving the cultural diversity of reading materials offered to students. We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results, local reading level assessment data, and the District's ELA benchmark assessment, differentiated by student group.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA CAASPP scores CA School Dashboard ELA Distance from Standard (DFS)	Student point distance from standard on the 2023 Dashboard ALL Students Central Coast High -206.9 Hispanic	Student point distance from standard on the 2024 Dashboard ALL Students Central Coast High -245 Hispanic		ALL Students Central Coast High -45.0 (+161.9) Hispanic Central Coast High -45.0 (+163.9) SED	ALL Students: -38.1 Hispanic: -59 SED: -46.6 EL - NEW: -33.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Central Coast High -208.9 SED Central Coast High -203.4	Central Coast High -267.9 SED Central Coast High -250 EL - NEW Central Coast High -260.2		Central Coast High -45.0] (+158.4)	
6.2	Math CAASPP scores CA School Dashboard Math Distance from Standard (DFS)	Student point distance from standard on the 2023 Dashboard: Central Coast All Students -258.5 Hispanic -261.8 SED 258.6	Student point distance from standard on the 2024 Dashboard: Central Coast All Students -292.3 Hispanic -308.8 SED -298.9		To achieve Yellow on the CA Dashboard, Math scores for all will increase to -45 points from standard below standard. All Students -45 Hispanic -45 SED -45	All Students -33.8 Hispanic -47 SED -40.3
6.3	English Learner Progress Indicator: CA School Dashboard	2023 Central Coast All Students 29.1%	2024 Central Coast All students 2.8%		To Achieve Green on the CA Dashboard, we will increase our English Learner Progress Indicator for all students to a status of 52.4%	All students -26.3%
6.4	Suspension rate: CA School Dashboard	Red based on California Dashboard Central Coast All Students 9.8% English Learner 10%	Red based on California Dashboard Central Coast All Students 24%		Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High 8.9%	All Students +14.2 English Learner +21.5% LTEL +28.3% Hispanic +16.7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL 7.1% Hispanic 9.8 Homeless 17% SED - 9.6	English Learner 31.5% LTEL 35.4% Hispanic 26.5% Homeless 17.5% SED 25.2%		All Students 8.9% English Learner 8.9% LTEL 8.9% Hispanic 8.9% Homeless 8.9% SED 8.9%	Homeless +0.8% SED +15.6%

Goal Analysis [2024-25]

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.

Action 6.1 and 6.2: The district launched foundational supports aligned with educational partner feedback, including intervention staffing (6.1) and the first phase of work-based learning opportunities (6.2). While the groundwork has been established, differences between planned and actual implementation emerged due to recruitment timelines, professional learning gaps, and high levels of student need. As a result, instructional consistency and program cohesion varied across sites. Nonetheless, these actions helped identify the conditions and infrastructure needed to better support historically underserved student groups, which will inform strengthened and more responsive implementation next year.

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

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

6.1 ELA Intervention Support - Mostly Ineffective - The intervention staffing and culturally diverse materials under Action 6.1 did not yet yield the intended academic gains. CAASPP Distance from Standard scores for all student groups declined significantly, with All Students dropping -38.1 points, Hispanic students dropping -59 points, and Socioeconomically Disadvantaged students dropping -46.6 points (Metric 6.1). These results highlight ongoing equity gaps in literacy that require more intensive supports and earlier intervention. While materials and staff were put in place, further efforts are needed to improve instruction and track implementation fidelity.

6.2 Work Based Learning - Effective The integration of Work-Based Learning (WBL) to boost relevance and application of ELA skills began with infrastructure setup and early partnership planning. However, delays in staffing and limited alignment between ELA instruction and WBL pathways limited its initial reach. There is growing recognition that WBL has potential to motivate learners through real-world connections, but full implementation and clearer instructional integration will be key in the coming year to maximize its impact.

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.

Metrics - Added new red indicators due to CCHS being an equity multiplier school

Action 6.1 – Ongoing Support for ELA
Based on implementation review and site feedback, Action 6.1 was expanded to include additional staffing and supports to meet the high level of need among students at Equity Multiplier sites. For 2025–26, the district added a 1.0 FTE Academic Intervention Teacher and a 1.0 FTE Accelerated Learning Specialist (ALS) at Central Coast High School to provide intensive literacy support and small group intervention. A 0.39 FTE CCSPP Coordinator position was also introduced to support alignment between academic interventions and whole-child strategies under the Community Schools framework. Additionally, MPUSD entered into a contract with the Literacy Project to provide books and project-based literacy supplies that reflect student backgrounds and interests, responding directly to partner feedback for more culturally diverse reading materials. These updates build on the original action's design by deepening intervention capacity and integrating supports across systems.

Action 6.2 – Integrating Work-Based Learning
In response to limited implementation and staffing delays in the prior year, Action 6.2 was expanded for 2025–26 to ensure fuller impact and coherence with college and career readiness goals. The Work-Based Learning Specialist position was adjusted to 0.4 FTE, supporting both Central Coast and Community Day Schools. To strengthen student connection to academic and postsecondary pathways, the district also added a 0.5 FTE Counselor and a 0.5 FTE Career and College Specialist at Central Coast High School. These roles provide targeted support in translating WBL experiences into ELA skill development and clarifying postsecondary goals. These changes reflect a stronger alignment between literacy development, student engagement, and future-readiness for historically underserved students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Ongoing Support for ELA	To address literacy gaps among students at Equity Multiplier sites, MPUSD will continue to invest in intensive academic interventions and culturally relevant resources. For 2025–26, staffing will include a Small Group Intervention Teacher, a 1.0 FTE Academic Intervention Teacher, and a 1.0 FTE ALS (Accelerated Learning Specialist) at Central Coast High School. These educators will provide focused instruction for all students, particularly low-income and Hispanic youth.	$530,485.20	No

Action #	Title	Description	Total Funds	Contributing
		In addition, MPUSD will purchase culturally diverse reading materials and contract with the Literacy Project to provide high-interest literacy supports aligned to site instructional strategies. Coordination and system coherence will be further supported through a 0.39 FTE CCSPP (Community Schools) Coordinator who will align academic interventions with student wellness strategies. This action is supported by the LCFF Equity Multiplier and Comprehensive Support and Improvement (CSI) funds, and is designed to support site-based implementation needs, including classified overtime, conference attendance, and shuttle access for students participating in extended day or intervention services. This supports the Red Indicator for CCI, Central Coast High (All Students, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged) as well as ELPI.		
6.2	Integrating Work-Based Learning (WBL) opportunities and utilizing a dedicated Work-Based Learning Specialist	To improve student engagement and academic motivation, MPUSD will implement integrated Work-Based Learning (WBL) aligned to ELA and college/career readiness. In 2025–26, staffing will include a 0.4 FTE Work-Based Learning Specialist shared between Central Coast High School and Community Day Schools. The specialist will design and support real-world literacy application projects that align with student career interests and build critical reading, writing, and communication skills. To ensure wraparound support and transition readiness, the district will also fund a 0.5 FTE Counselor and a 0.5 FTE Career and College Specialist at Central Coast High School. These positions will help students connect academic progress to postsecondary options and provide individualized support for underserved students navigating graduation and career pathways. This action is funded through CTEIG, Early College/Career Pathways, CSI, and LCFF Equity Multiplier resources. This supports addressing Reds for Central Coast in Math (Hispanic, SED) & Suspension (Susp All students, EL, Hispanic, Homeless, SED, LTEL).	$163,652.62	No

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Action #	Title	Description	Total Funds	Contributing

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$25,941,833	$2,579,254

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.195%	0.000%	$0.00	25.195%

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

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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:** Middle School Enrichment: 7-8 **Need:** Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students	Achievement Gaps: *Middle School Acceleration Specialists: Engaging and challenging coursework offered by acceleration specialists can motivate students who are ahead of grade level and prevent boredom, a common cause of disengagement. *Middle School Counselor Over Ratio and Counselor on Special Assignment: Lowering the counselor-to-student ratio ensures more	Student Achievement: Monitor changes in standardized and diagnostic test scores(considering limitations for ELL students) to assess impacts.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and the overall student body in our Middle School on CAASPP. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement. Social-Emotional Learning (SEL): There is a need for programs that support the social-emotional development of all students, particularly in areas of engagement, culture, belonging, relationships, student motivation, and emotional and mental health particularly for Middle School. **Scope:** LEA-wide	personalized support for all students, including those struggling academically. Counselors can identify and address specific barriers to learning faced by EL, foster youth, and SED students. *Middle School Library Specialists: Librarians can curate resources that cater to diverse learning styles and language proficiency levels, supporting EL students and enriching learning for all. They can also guide research projects, promoting critical thinking skills. Student Engagement: *World language classes: Increased student choice through expanded electives can lead to higher levels of motivation and engagement. Engaged students are more likely to put in effort, participate actively, and ultimately achieve more academically and attend school more. *Middle School Counselor Over Ratio: Counselors can help students develop self-advocacy skills and create personalized academic plans that pique their interest and keep them motivated. *Middle School Library Specialists: Librarians can create a welcoming and engaging space where students can explore their interests, fostering a love of learning and promoting school connectedness. Social-Emotional Learning (SEL): **Middle School Counselor Over Ratio: Counselors can provide individual and group counseling to address the unique social-emotional challenges faced by foster youth, EL students, and	Engagement: Monitor attendance rates and conduct surveys to gauge student enjoyment and the perceived impact of student experience. Social-Emotional Development: Utilize YouthTruth and focus groups to assess middle school student self-reported improvements in engagement, culture, belonging, relationships, student motivation, and emotional and mental health.

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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
		SED students. They can also develop school-wide SEL programs that create a supportive and inclusive environment for all students. We are offering this LEA-wide to provide support to any student who needs access to more opportunities to meet Graduation and A-G requirements.	
1.2	**Action:** College Readiness and Support: 9-12 Staffing **Need:** College and Career Readiness: Data shows a need to improve college and career readiness for all students, particularly English learners (EL), foster youth, and socioeconomically disadvantaged students. These groups may face challenges navigating the college application process, exploring career options, or meeting specific course requirements. Percent of students "prepared" for college and career based on dashboard: All students 54.3% Low Income: 49.3% Homeless 38.8% English Language Learners: 23% **Scope:** LEA-wide	High School Media Library Specialists: These specialists can curate resources and guide students in researching colleges, scholarships, and career paths. They can also provide support with digital literacy skills crucial for college success. High School Credit Recovery Teacher: Offering credit recovery opportunities allows students who fall behind to get back on track and graduate on time, increasing their eligibility for colleges and some career paths. High School ROTC Teachers: ROTC programs can provide valuable leadership training, structure, and support for military-connected students, including foster youth, as they explore post-secondary options, including military careers. CTE (Career Technical Education) Teachers, administrators, and Materials & Curriculum: Expanding CTE offerings allows students to explore specific career fields, gain practical skills, and potentially earn industry certifications, making them more competitive in the job market or further education.	Increased percent of students "prepared" for college and career Increased percent of pupils who have completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. Increased percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU.

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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
		College and Career Specialists: These specialists can provide individual guidance on college applications, financial aid options, career exploration, and resume writing. They can also organize college visits and career fairs, exposing students to diverse opportunities. Director of Career and College: This role oversees initiatives to help students prepare for college applications, financial aid, and career exploration. Implementing this LEA-wide ensures all schools have a consistent college and career readiness program, benefiting foster youth, multilingual learners, and low income students in getting access to career and college. International Baccalaureate Program Specialist: This role oversees the implementation of the IB program, which offers a challenging and globally recognized curriculum. Implementing this allows students across the district including our low income students to access this program if they desire a more rigorous and internationally-focused educational experience. We are offering this LEA-wide to provide support to any student who needs access to more opportunities to meet Graduation and A-G requirements.	
1.3	**Action:** Alternative Education: 7-12 **Need:** CENTRAL COAST	The design of this action is to provide support for a more personalized experience so that students have clearer pathways to graduation. This is provided schoolwide to support any students who are struggling to graduate.	We will monitor increase of distance from the standard for ELA and Math as well as Graduation Rates.

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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
	ELA Distance from Standard (Red Indicator on Dashboard) All Students: -206.9, Hispanic: -208.9, Socioeconomically Disadvantaged: -203.4, MATH Distance from Standard (Red Indicator on Dashboard) All Students -258.4 Hispanic -261.8 Socioeconomically Disadvantaged -258.6 To keep the Four-Year Adjusted Cohort Graduation Rate high - 97.3% **Scope:** Schoolwide		
1.4	**Action:** Visual and Performing Arts **Need:** Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students and the overall student body. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement.	Hiring qualified art, and music teachers and a Visual and Performing Arts (VPA) Coordinator will allow for the implementation and expansion of high-quality VAPA programs. English Language Learners (ELL): Integrating visual and performing arts can enhance language acquisition and communication skills. Foster Youth: VAPA programs can provide a safe space for self-expression and emotional exploration. Socioeconomically Disadvantaged Students: Equitable access to VAPA programs can enrich experiences and potentially improve academic performance.	Student Achievement: Monitor changes in standardized and diagnostic test scores(considering limitations for ELL students) to assess potential spillover effects. Engagement: Track participation rates in VAPA programs, specifically for target student groups. Monitor attendance rates and conduct surveys to gauge student enjoyment

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	Social-Emotional Learning (SEL): There is a need for programs that support the social-emotional development of all students, particularly in areas of engagement, culture, belonging, relationships, student motivation, and emotional and mental health. **Scope:** LEA-wide	This LEA VAPA program is provided to ensure all students, regardless of their school location or socioeconomic background, have the opportunity to participate in arts education.	and the perceived impact of VAPA programs. Social-Emotional Development: Utilize YouthTruth and focus groups to assess student self-reported improvements in engagement, culture, belonging, relationships, student motivation, and emotional and mental health.
1.5	**Action:** Athletics, Activities, Co-Curricular Activities: TK-12 **Need:** Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students and the overall student body. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement. Social-Emotional Learning (SEL): There is a need for programs that support the social-emotional development of all students, particularly in areas of engagement, culture,	English Language Learners (ELL): Enhancing Athletics, Activities, and Co-Curricular Activities can enhance language acquisition and communication skills. Foster Youth: Athletics, Activities, and Co-Curricular Activities programs can provide a safe space for self-expression and emotional exploration. Socioeconomically Disadvantaged Students: Equitable access to Athletics, Activities, and Co-Curricular Activities programs can enrich experiences and potentially improve academic performance. A district-wide Athletics, Activities and Co-Curricular Activities access ensures all students, regardless of their school location or socioeconomic background, have the opportunity	Student Achievement: Monitor changes in standardized and diagnostic test scores(considering limitations for ELL students) to assess potential spillover effects. Engagement: Monitor attendance rates and conduct surveys to gauge student enjoyment and the perceived impact of opportunities to participate Social-Emotional Development: Utilize YouthTruth and focus groups to assess student self-reported

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	belonging, relationships, student motivation, and emotional and mental health. **Scope:** LEA-wide	to participate in Athletics, Activities and Co-Curricular Activities.	improvements in engagement, culture, belonging, relationships, student motivation, and emotional and mental health.
1.6	**Action:** New Teacher Development: TK-12 **Need:** Student Achievement: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students, and the overall student body. Teacher Recruitment and Retention: Difficulty attracting and retaining high-quality, diverse teachers is a critical challenge facing the district. This can lead to teacher shortages and ultimately, hinder student achievement. **Scope:** LEA-wide	Creating a supportive environment for new teachers through mentorship programs and dedicated professional development opportunities. Offering financial incentives like tuition reimbursement and housing stipends to attract a wider pool of qualified candidates. Expanding recruitment efforts beyond the local area to increase the likelihood of finding diverse teachers. Providing substitute coverage to allow experienced teachers to mentor new teachers without sacrificing instructional time. A district-wide approach to new teacher development ensures all students, regardless of their school location or socioeconomic background, have the opportunity to have high-quality teachers.	Student Achievement: Monitor changes in standardized and diagnostic test scores(considering limitations for ELL students) to assess potential spillover effects. Teacher Retention Rates: Monitor the percentage and # w/ full credentials, w/o full credentials, misassignments, and vacancies.
2.1	**Action:** Early Literacy: TK-8 **Need:** Early Literacy Achievement: Data shows a need to improve early literacy achievement,	Foundational Literacy and Numeracy: The district will invest in professional development and resources to strengthen teachers' skills in evidence-based developmentally appropriate literacy and numeracy instruction, specifically	CAASPP Assessments: 3rd Grade outcomes in Reading to look at proficiency over time and will continue to be applicable as each K

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	particularly for English Learners (EL), foster youth, and socioeconomically disadvantaged students. These student groups may face challenges in acquiring foundational reading and writing skills. Quality Early Learning: There is a need to expand access to high-quality, developmentally appropriate early learning experiences, particularly in Transitional Kindergarten (TK) and Kindergarten classrooms. **Scope:** LEA-wide	targeting structured literacy approaches for EL students. Developmentally Appropriate Practices: By investing in early learning assistants and additional teachers, the district can ensure smaller class sizes and more individualized instruction tailored to each student's developmental needs. Culturally Relevant Developmentally Appropriate Curriculum: The focus on a high-quality, culturally relevant curriculum ensures all students see themselves reflected in the learning materials and have opportunities to connect with the content. Targeted Support Staff: Additional staff like early learning assistants, a teacher on special assignment, and an acceleration and intervention teacher will provide targeted support to struggling students and accelerate learning for advanced students. We are offering this LEA-wide to provide support to any student who needs access to more opportunities to ensure students have developmentally appropriate environments.	cohort moves into 3rd Grade. Early Literacy Assessments: Track the progress of TK-3 students on standardized early literacy assessments, disaggregated by student group (EL, foster youth, socioeconomically disadvantaged). Student Achievement: Track overall student achievement in reading and language arts throughout elementary grades. Parent experiential Data: monitor survey data to gauge parental satisfaction with the level of support their child receives.
2.2	**Action:** Early Literacy: TK-8 **Need:** Early Literacy Achievement: Data shows a need to improve early literacy achievement across the district, particularly for students who may be struggling with reading skills.	Extra Staffing Support: Hiring 10 Accelerated Learning Specialists will provide additional staff specifically focused on supporting students in reading acquisition and development. These specialists can work with small groups to address their specific literacy attainmentneeds. Targeted Instruction: Accelerated Learning Specialists can deliver targeted reading	Early Literacy Assessments: Track the progress of TK-3 students on standardized early literacy assessments, disaggregated by student group (EL, foster youth, socioeconomically disadvantaged).

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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
	Targeted Reading Support: Many students, especially in elementary grades, benefit from additional support to develop strong foundational reading skills. **Scope:** LEA-wide	interventions using evidence-based practices, helping students who are behind grade level catch up and improve their reading fluency and comprehension. Tiered Support: The addition of these specialists strengthens the district's Multi-Tiered System of Supports (MTSS) by providing another layer of intervention for struggling readers. We are offering this LEA-wide to provide support to any student who needs access to more opportunities to ensure students have opportunities for reading intervention and acceleration.	Student Achievement: Track overall student achievement in reading and language arts throughout elementary grades.
3.1	**Action:** English Language Learner Support: Transitional Kindergarten - 12 **Need:** English Language Acquisition: Data shows a need to improve the rate at which English Learners (EL) students become reclassified as English proficient. Many EL students require additional language support beyond core English Language Development (ELD) instruction. **Scope:** LEA-wide	Specialized Staffing: The district will invest in additional staff specifically dedicated to supporting EL students, including: Elementary/Middle/High School Newcomer Teachers: Provide targeted instruction for newly arrived EL students. Elementary Community Liaison Leaders: Foster communication and collaboration with families of elementary EL students. Middle/High School Community Liaison Leaders: Foster communication and collaboration with families of middle and high school EL students. High School Newcomer Accelerated Learning Specialist: Provide intensive support for high school EL students needing to accelerate their language acquisition.	EL Reclassification Rates: Track the percentage of EL students who are reclassified as English proficient each year, disaggregated by grade level and program participation. Student Achievement: Monitor the academic performance of EL students in both English Language Arts and Math.

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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
		Alternative Education Community Liaison Leader: Support families of EL students in alternative education programs. Testing Support Staff: Assist EL students during standardized testing ELPAC to ensure fair and accurate administration across all sites. Curriculum Materials: Investment will be made in curriculum materials specifically designed to support multilingual learners, such as Ready. Set. Read. for newcomer students and Estrellita phonics program for TK-grade 2. Professional Learning: Professional development opportunities through the EL Power Zones will equip teachers with effective strategies for integrating English language development across all content areas, benefiting all multilingual learners.	
4.1	**Action:** Math and Science Curriculum: TK - 8 Supplemental Curriculum **Need:** Low Math & Science Performance: Based on current mathematics metrics, student achievement is not meeting grade-level expectations. Differentiation Needs: The current curriculum may not adequately address the needs of diverse learners, including English learners,	Standards-Aligned Curriculum: Investing in a new, standards-aligned curriculum ensures all students are learning the essential knowledge and skills required for success. Supplemental Materials: Manipulatives, STEM resources, Mystery Science, and online resources provide engaging and differentiated learning experiences that cater to diverse learners, particularly English learners and students needing additional support. iReady Assessments: District-wide implementation of iReady assessments allows for consistent data	Math & Science Performance: Monitor changes in student performance on standardized math and science assessments, including CAASPP. Assessment Data Usage: Track how teachers utilize iReady data to inform instruction and identify students in need of intervention.

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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
	foster youth, and students from socio-economically disadvantaged backgrounds. Assessment Needs: Educators may lack sufficient data to identify areas of student strength and weakness before CAASPP testing. **Scope:** LEA-wide	collection and progress monitoring throughout the year, informing instruction and interventions before high-stakes CAASPP testing. Implementing this LEA-wide guarantees consistency and reduces the risk of curriculum gaps between schools.	
4.2	**Action:** Mathematics/Science Job Embedded Expertise: TK-12 **Need:** Math & Science Achievement Gap: Current math metrics suggest students are not achieving at grade level, potentially indicating an achievement gap. Differentiation Needs: Existing support may be insufficient for diverse learners, including English learners, foster youth, and students from socio-economically disadvantaged backgrounds. Content Delivery Expertise: Educators require additional support in delivering math and science content effectively. **Scope:**	Targeted Staffing: Investing in staff positions like accelerated learning specialists and STEM specialists provides targeted support to students who need additional help in math and science, particularly English learners, foster youth, and students facing economic challenges. Implementing these positions LEA-wide ensures all schools benefit from this additional expertise. Job-Embedded Expertise: The focus on job-embedded expertise suggests this professional development will be tailored to the specific needs of teachers within their classrooms, enhancing their ability to deliver math and science content effectively. Differentiated Instruction: Additional support staff like specialists can collaborate with teachers to develop and implement differentiated instruction strategies that cater to diverse learners.	Math & Science Performance: Track changes in student performance on standardized math and science assessments, including CAASPP. Reduction in Achievement Gap: Monitor changes in achievement gaps between subgroups of students, particularly in math and science in local assessments

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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		
4.3	**Action:** Field Trips: 6th Grade **Need:** Equitable Learning Opportunities: Current educational experiences may lack opportunities for hands-on, real-life learning, particularly for English learners, foster youth, and students from socio-economically disadvantaged backgrounds. Engaging, expanded, enriched Instruction: Traditional classroom instruction may not be sufficiently engaging for all learners. **Scope:** LEA-wide	Hands-On Learning: Field trips provide opportunities for students to engage with concepts directly, fostering a deeper understanding and connection to the curriculum. This is particularly beneficial for English learners who may benefit from a more visual and experiential learning approach. Real-Life Application: Field trips allow students to see how academic concepts connect to the real world, which can be especially impactful for students who may struggle to see the relevance of classroom learning. Equity and Access: Providing field trips for all 6th graders through a district-wide initiative ensures all students have access to these enriching experiences, regardless of background or socioeconomic status. This approach promotes equity and reduces the risk of some students being excluded due to financial limitations.	Metrics Include: • Chronic Absenteeism Rates • Science CAASPP results • Participation rates Feedback from parents/families about effectiveness and learning experience
5.1	**Action:** Mental Health Support: TK-12 **Need:** Current data data shows that students, families, and staff are varied in terms of their perception on culture, engagement, academic challenge, belonging, relationships, career and college readiness, emotional and mental health, safety and inclusion. MPUSD has work to do in order to improve perception ratings.	Based on the needs identified, the district will invest in mental health support staff at elementary schools, transitional kindergarten through 8th grade schools, middle schools, and high schools, and alternative educational school. The district will also invest in a social worker, mental health therapist, and mental health clinician. These staffing positions will not only support districtwide, but in particular our students experiencing homelessness, who are foster youth, socioeconomically disadvantaged, and English learners.	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate Expulsion rate YouthTruth Survey data Williams facilities inspections

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	Additionally, chronic absenteeim continues to persist throughout the district and in particular our Marina community. **Scope:** LEA-wide		
5.2	**Action:** Foster Youth and Students Experiencing homelessness: TK-12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for resources, such as the district's family resource centers, to support students and their families with food, clothing, and other resources like transportation and temporary housing shelter. **Scope:** LEA-wide	The district will invest in a coordinator to support families who are facing homelessness and/or foster youth. Additionally, it will invest in a middle school social worker and community liaison leaders focused on students experiencing homelessness and issues, resource centers, and transportation for students. These staffing positions will not only support districtwide, but in particular our students experiencing homelessness, who are foster youth, socioeconomically disadvantaged, and English learners. We are offering this LEA-wide to provide support to any student who needs access to more opportunities.	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate Expulsion rate YouthTruth Survey data Utilization of resource centers
5.3	**Action:** Multi-Tiered Systems of Support: TK-12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for resources to support students with needed social and emotional support and mental health, particularly students experiencing	To meet the specific needs outlined, the district will continue its investment in social and emotional support and mental health. Specifically it will invest in various positions to continue supporting districtwide efforts to address mental health and social and emotional issues.	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate Expulsion rate YouthTruth Survey data

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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
	homelessness, foster youth, English learners and socio-economically disadvantaged students. **Scope:** LEA-wide	Investment includes: a mental health clinician, director of multi-tiered systems of support, and director of prevention/attendance/safety. These staffing positions will not only support districtwide, but in particular our students experiencing homelessness, who are foster youth, socioeconomically disadvantaged, and English learners. We are offering this LEA-wide to provide support to any student who needs access to more opportunities.	
5.4	**Action:** Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for resources to support students and their families with experiencing hardships, such as food, shelter, housing. **Scope:** LEA-wide	To meet the specific needs outlined, the district will continue its investment in a consultation with National Center for Youth Law (https://youthlaw.org/) to support its students experiencing homelessness (McKinney Vento) and foster youth. This contract will specifically meet the needs of our students experiencing homelessness, who are foster youth, and socio-economically disadvantaged. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate Expulsion rate YouthTruth Survey data Utilization of resource centers
5.5	**Action:** Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	To meet the specific needs outlined, the district will partner with outside organizations to provide the necessary supports. Additionally, the district will invest in two high school deans to support student success.	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate

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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: Based on YouthTruth Survey results and educational partner feedback, there is a need for mental health and social and emotional health for students who are socioeconomically disadvantaged, experiencing homelessness or English language learners. **Scope:** LEA-wide	We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Expulsion rate YouthTruth Survey data
5.6	**Action:** Mental Health Support (Psychologists): Transitional Kindergarten - 12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for mental health and social and emotional health for students who are socioeconomically disadvantaged, experiencing homelessness or English language learners. **Scope:** LEA-wide	Based on what partners prioritized, the district will invest in school psychologists to support English learners, foster youth and students who are socio-economically disadvantaged. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate Expulsion rate YouthTruth Survey data
5.7	**Action:** Attendance: Transitional Kindergarten - 12 **Need:** Achievement Gaps: Data indicates that chronic absenteeism is an ongoing challenge for the Monterey Peninsula	Investing in personnel and programs to address attendance/absenteeism includes funding attendance clerks to support English learners, foster youth and students who are socio-economically disadvantaged in improving attendance and engagement at school.	Metrics include: Attendance rate Chronic absenteeism rates Suspension rate Expulsion rate

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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
	Unified School District, Particularly in our Marina learning community. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement. **Scope:** LEA-wide	Other investments include short-term Independent Study stipends for teachers/staff and a high school intervention attendance specialist. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	
5.8	**Action:** Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12 **Need:** Need: Transparency and effective communications continues to be a priority for families, but most importantly those families who may feel marginalized, including families whose students are experiencing homelessness, foster youth or English language learners. **Scope:** LEA-wide	The district will invest in a communications specialist to increase district communication and transparency efforts through the timely updating of the district and school websites, coordination of district social media platforms, production of user-friendly videos about MPUSD, its schools, students and staff. The focus will be in communication efforts to reach families who are predominantly Spanish speakers, as well as those families experiencing homelessness and foster youth. Messages will be in multiple languages and formats (written, oral, visual) to reach all families. The district will invest in services with ParentSquare (districtwide communication platform), Edlio (website content management system), Language Line and Alboum (translation services), GoBo Graphics (user-friendly LCAP videos and informational materials for families). We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics to monitor effectiveness include: YouthTruth student and parent survey data Internal ParentSquare reach and frequency data Social media metrics and data Website visits data

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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
5.9	**Action:** Parent engagement: Transitional Kindergarten - 12 **Need:** Need: Transparency and effective communications continues to be a priority for families, but most importantly those families who may feel marginalized, including families whose students are experiencing homelessness, foster youth or English language learners. **Scope:** LEA-wide	The district will contract with educational partners to help support the parent engagement workshops and trainings across the district. Locations would be identified at school sites that are centrally located in each of our learning communities of Marina, Monterey and Seaside. Finally, the district will continue investment in providing districtwide family engagement events, such as Back-to-School Bash, YouthTruth Data Dives with families, early childhood education registration events, parent/family meetings (district advisory council and district english learner advisory council aka ELAC and DELAC). These focus areas will reach families who are predominately Spanish speakers, as well as those families experiencing homelessness and foster youth. Messages will be in multiple languages and formats (written, oral, visual) to reach all families. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics to monitor effectiveness include: Community surveying Attendance Numbers YouthTruth Survey Data

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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Long Term English Language Learner Support: 6 - 12 **Need:** English Language Acquisition: Data shows a need to improve the rate at which English Learners (EL) students become reclassified as English proficient. Many EL students require additional language support beyond core English Language Development (ELD) instruction. **Scope:** Limited to Unduplicated Student Group(s)	Amplify ELD Enhancement: Within the Amplify ELD block: Integrate sheltered English instruction strategies to make content comprehensible for LTELs. Supplement Amplify ELD materials with targeted vocabulary development activities aligned with core ELA content. Provide opportunities for collaboration and peer interaction to enhance language acquisition. Flex Wednesday Support: Utilize Flex Wednesday to offer targeted interventions for LTELs struggling with specific language skills. Offer opportunities for project-based learning activities that integrate language development and content learning. Provide social-emotional learning (SEL) activities to address potential barriers and promote self-advocacy skills. Collaboration with English 3D Teachers: Facilitate collaboration between ELD teachers and English 3D teachers to ensure alignment between designated ELD instruction and content-area language demands. Develop co-teaching or co-planning models where appropriate to integrate language support within English 3D classes. English 3D Scaffolding: Provide targeted ELD support within the designated ELD class to scaffold students' understanding of academic language and key vocabulary specific to English 3D units. Offer	EL Reclassification Rates: Track the percentage of EL students who are reclassified as English proficient each year, disaggregated by grade level and program participation. Student Achievement: Monitor the academic performance of EL students in both English Language Arts and Math.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		opportunities for LTELs to develop study skills and academic writing strategies crucial for success in departmentalized courses.	

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.

None.

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.

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Middle school counselor over ratio (Action 1.1), Teacher on Special Assignment Counselor (Action 1.1), Accelerated Learning Specialists (Action 2.2), Newcomer Teachers (Action 3.1), Director - Prevention, Attendance and Safety (Action 5.3), Attendance/Absenteeism Specialists (Action 5.7)

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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	24.8247	24.6740
Staff-to-student ratio of certificated staff providing direct services to students	18.4225	16.7274

2025-26 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	102,964,210	25,941,833	25.195%	0.000%	25.195%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,147,529.46	$2,009,580.53	$0.00	$421,191.00	$28,578,300.99	$24,872,209.40	$3,706,091.59

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	Middle School Enrichment: 7-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$424,268.47	$0.00	$424,268.47				$424,268.47	
1	1.2	College Readiness and Support: 9-12 Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,440,229.32	$160,698.53	$3,600,927.85				$3,600,927.85	
1	1.3	Alternative Education: 7-12	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,568,051.00	$33,443.90	$1,601,494.90				$1,601,494.90	
1	1.4	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,062,677.76	$146,517.28	$1,209,195.04				$1,209,195.04	
1	1.5	Athletics, Activities, Co-Curricular Activities: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,847,299.83	$960,016.87	$2,807,316.70				$2,807,316.70	
1	1.6	New Teacher Development: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$699,625.44	$663,463.24	$1,363,088.68				$1,363,088.68	
1	1.7	Inclusive Education Support: Special Education and Math	Students with Disabilities	No					$1,617,278.55	$119,355.16		$1,736,633.71			$1,736,633.71	
2	2.1	Early Literacy: TK-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,116,325.92	$230,895.38	$2,347,221.30				$2,347,221.30	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Early Literacy: TK-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$950,669.03	$0.00	$950,669.03				$950,669.03	
3	3.1	English Language Learner Support: Transitional Kindergarten - 12	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,585,720.74	$6,103.43	$1,591,824.17				$1,591,824.17	
3	3.2	Long Term English Language Learner Support: 6 - 12	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$486,375.80	$36,270.00	$522,645.80				$522,645.80	
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$107,249.87	$107,249.87				$107,249.87	
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$261,682.72	$160,000.00	$421,682.72				$421,682.72	
4	4.3	Field Trips: 6th Grade	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$209,186.28	$209,186.28				$209,186.28	
5	5.1	Mental Health Support: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,937,649.07	$0.00	$1,937,649.07				$1,937,649.07	
5	5.2	Foster Youth and Students Experiencing homelessness: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$185,606.67	$0.00	$185,606.67				$185,606.67	
5	5.3	Multi-Tiered Systems of Support: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$752,844.44	$71,488.73	$824,333.17				$824,333.17	
5	5.4	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$69,580.85	$172,422.67	$242,003.52				$242,003.52	
5	5.6	Mental Health Support (Psychologists): Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,195,875.06	$29,000.00	$1,224,875.06				$1,224,875.06	
5	5.7	Attendance: Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,615,961.37	$110,705.77	$3,726,667.14				$3,726,667.14	
5	5.8	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$154,442.08	$268,510.70	$422,952.78				$422,952.78	
5	5.9	Parent engagement: Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$340,735.87	$5,935.37	$346,671.24				$346,671.24	
6	6.1	Ongoing Support for ELA	All Low Income and Hispanic	No			Specific Schools: CCHS, CDS Middle, CDS High 7-12	One year	$395,656.79	$134,828.41		$172,593.53		$357,891.67	$530,485.20	
6	6.2	Integrating Work-Based Learning (WBL) opportunities and utilizing a dedicated Work-Based Learning Specialist	All Low Income & Hispanic	No			Specific Schools: CCHS, CDS Middle, CDS High 7-12	One year	$163,652.62	$0.00		$100,353.29		$63,299.33	$163,652.62	

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2025-26 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
102,964,210	25,941,833	25.195%	0.000%	25.195%	$26,147,529.46	0.000%	25.395 %	**Total:**	$26,147,529.46
								LEA-wide Total:	$24,023,388.76
								Limited Total:	$522,645.80
								Schoolwide Total:	$1,601,494.90

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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	Middle School Enrichment: 7-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$424,268.47	
1	1.2	College Readiness and Support: 9-12 Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,600,927.85	
1	1.3	Alternative Education: 7-12	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,601,494.90	
1	1.4	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,209,195.04	
1	1.5	Athletics, Activities, Co-Curricular Activities: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,807,316.70	
1	1.6	New Teacher Development: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,363,088.68	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Early Literacy: TK-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,347,221.30	
2	2.2	Early Literacy: TK-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$950,669.03	
3	3.1	English Language Learner Support: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners	All Schools	$1,591,824.17	
3	3.2	Long Term English Language Learner Support: 6 - 12	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$522,645.80	
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,249.87	
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$421,682.72	
4	4.3	Field Trips: 6th Grade	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,186.28	
5	5.1	Mental Health Support: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,937,649.07	
5	5.2	Foster Youth and Students Experiencing homelessness: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,606.67	
5	5.3	Multi-Tiered Systems of Support: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$824,333.17	
5	5.4	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
5	5.5	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,003.52	

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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 (%)
5	5.6	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,224,875.06	
5	5.7	Attendance: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,726,667.14	
5	5.8	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$422,952.78	
5	5.9	Parent engagement: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$346,671.24	

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2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$24,236,248.81	$25,261,818.10

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**	Middle School Enrichment: 7-8	Yes	$410,932.07	380,270.65
1	**1.2**	College Readiness and Support: 9-12 Staffing	No Yes	$3,760,427.99	3,560,715.43
1	**1.3**	Alternative Education: 7-12	Yes	$2,051,945.47	1,840,791.28
1	**1.4**	Visual and Performing Arts	Yes	$934,772.13	1,024,290.97
1	**1.5**	Athletics, Activities, Co-Curricular Activities: TK-12	Yes	$3,206,443.79	3,034,682.26
1	**1.6**	New Teacher Development: TK-12	Yes	$886,264.99	1,406,519.70
2	**2.1**	Early Literacy: TK-8	Yes	$1,958,777.00	2,382,357.40
2	**2.2**	Early Literacy: TK-8	Yes	$749,663.92	794,854.39
3	**3.1**	English Language Learner Support: Transitional Kindergarten - 12	Yes	$1,667,237.02	1,740,518.15
3	**3.2**	Long Term English Language Learner Support: 6 - 12	Yes	$422,671.60	562,521.67

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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)
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Yes	$132,000.00	201,564.90
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	Yes	$169,989.58	314,543.48
4	4.3	Field Trips: 6th Grade	Yes	$150,000.00	209,186.28
5	5.1	Mental Health Support: TK-12	Yes	$2,604,882.76	1,713,351.16
5	5.2	Foster Youth and Students Experiencing homelessness: TK-12	Yes	$137,918.21	101,221.52
5	5.3	Social and Emotional Support: TK-12	Yes	$683,371.75	854,519.97
5	5.4	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	Yes	$150,000.00	295,090
5	5.5	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Yes	$273,676.42	416,236.33
5	5.6	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Yes	$1,195,704.55	1,271,723.47
5	5.7	Attendance: Transitional Kindergarten - 12	Yes	$1,499,319.76	1,997,775.07
5	5.8	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Yes	$471,604.27	466,379.53
5	5.9	Parent engagement: Transitional Kindergarten - 12	Yes	$438,645.53	454,434.14
6	6.1	Ongoing Support for ELA	No	$200,000.00	139,330.04

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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)
6	**6.2**	Integrating Work-Based Learning (WBL) opportunities and utilizing a dedicated Work-Based Learning Specialist	No	$80,000.00	98,940.31

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2024-25 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)
$24,836,909	$23,956,248.81	$25,075,697.58	($1,119,448.77)	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	Middle School Enrichment: 7-8	Yes	$410,932.07	$380,270.65		
1	1.2	College Readiness and Support: 9-12 Staffing	Yes	$3,760,427.99	$3,560,715.43		
1	1.3	Alternative Education: 7-12	Yes	$2,051,945.47	$1,892,941.11		
1	1.4	Visual and Performing Arts	Yes	$934,772.13	$1,024,290.97		
1	1.5	Athletics, Activities, Co-Curricular Activities: TK-12	Yes	$3,206,443.79	$3,034,682.26		
1	1.6	New Teacher Development: TK-12	Yes	$886,264.99	$1,406,519.70		
2	2.1	Early Literacy: TK-8	Yes	$1,958,777.00	$2,382,357.40		
2	2.2	Early Literacy: TK-8	Yes	$749,663.92	$794,854.39		
3	3.1	English Language Learner Support: Transitional Kindergarten - 12	Yes	$1,667,237.02	$1,740,518.15		
3	3.2	Long Term English Language Learner Support: 6 - 12	Yes	$422,671.60	$562,521.67		
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Yes	$132,000.00	$201,564.90		
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	Yes	$169,989.58	$314,543.48		

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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)
4	**4.3**	Field Trips: 6th Grade	Yes	$150,000.00	$209,186.28		
5	**5.1**	Mental Health Support: TK-12	Yes	$2,604,882.76	$1,713,351.16		
5	**5.2**	Foster Youth and Students Experiencing homelessness: TK-12	Yes	$137,918.21	$101,221.52		
5	**5.3**	Social and Emotional Support: TK-12	Yes	$683,371.75	$854,519.97		
5	**5.4**	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	Yes	$150,000.00	$295,090		
5	**5.5**	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Yes	$273,676.42	$416,236.33		
5	**5.6**	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Yes	$1,195,704.55	$1,271,723.47		
5	**5.7**	Attendance: Transitional Kindergarten - 12	Yes	$1,499,319.76	$1,997,775.07		
5	**5.8**	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Yes	$471,604.27	$466,379.53		
5	**5.9**	Parent engagement: Transitional Kindergarten - 12	Yes	$438,645.53	$454,434.14		

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2024-25 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)
$100,650,044	$24,836,909	0	24.677%	$25,075,697.58	0.000%	24.914%	$0.00	0.000%

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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:

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- **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.

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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.

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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.

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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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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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.

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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.

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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:

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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

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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

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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.

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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:

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(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.

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- 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.

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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

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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.

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- **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

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    - 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.

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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.

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

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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.

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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.

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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.

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For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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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.

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- 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).

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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).

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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.

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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.

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- 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 —

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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.

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- **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.

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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:

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- **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

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- **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**
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    - 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).

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LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

FINAL ADOPTION
06.24.25