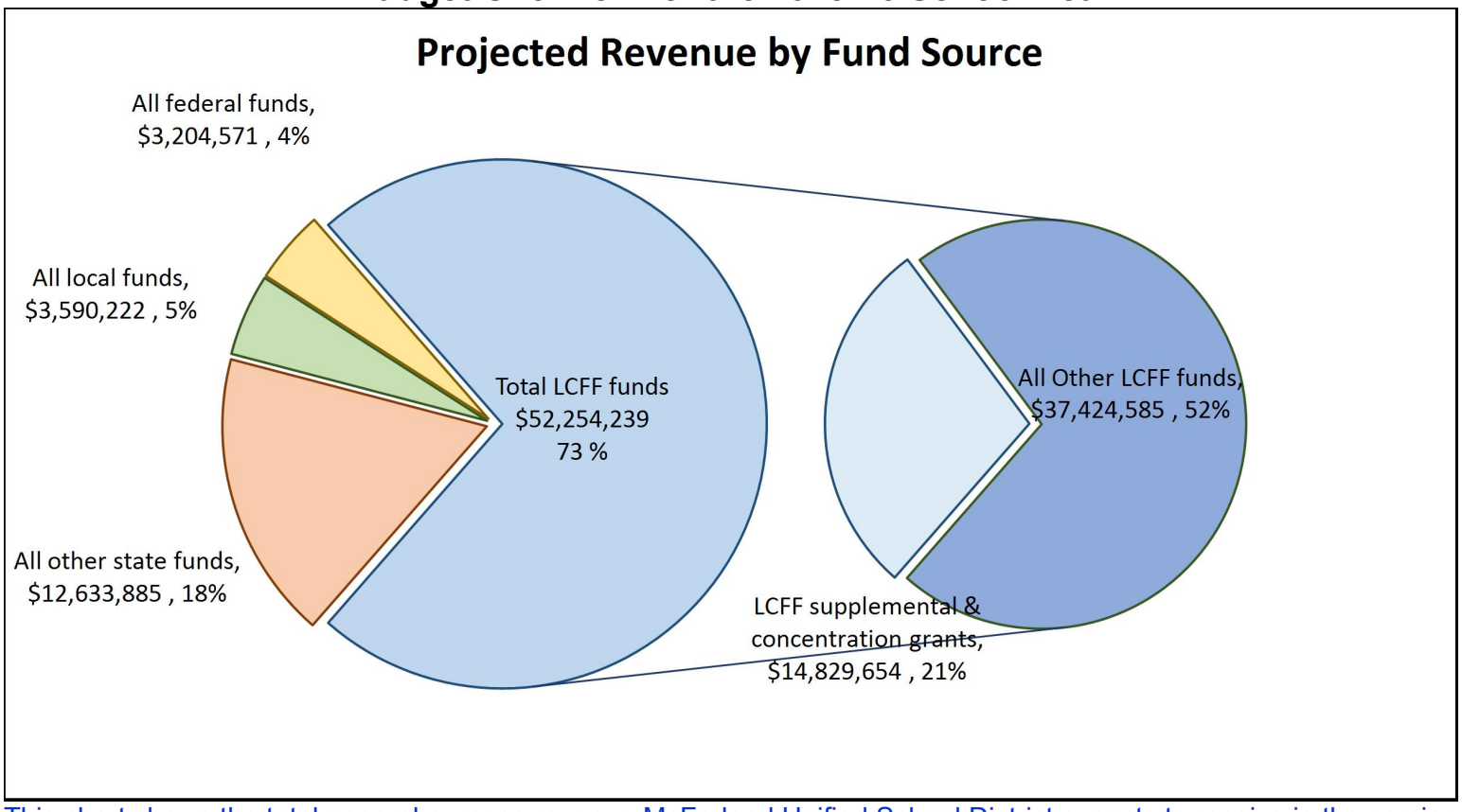
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McFarland Unified School District
CDS Code: 123456787654321
School Year: 2025-26
LEA contact information:
S. Aaron Resendez
Superintendent
saresendez@mcfarland.k12.ca.us
661-792-3081

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

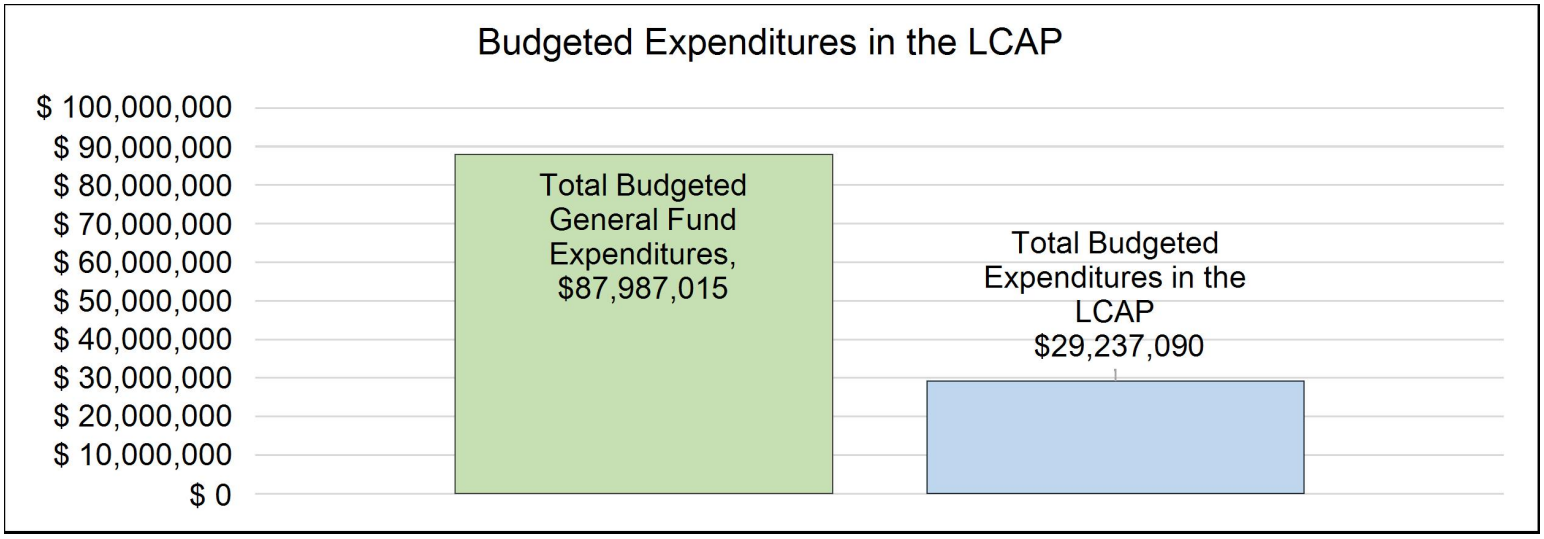


This chart shows the total general purpose revenue McFarland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McFarland Unified School District is $71,682,917, of which $$52,254,239 is Local Control Funding Formula (LCFF), $$12,633,885 is other state funds, $$3,590,222 is local funds, and $$3,204,571 is federal funds. Of the $$52,254,239 in LCFF Funds, $$14,829,654 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 McFarland 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.

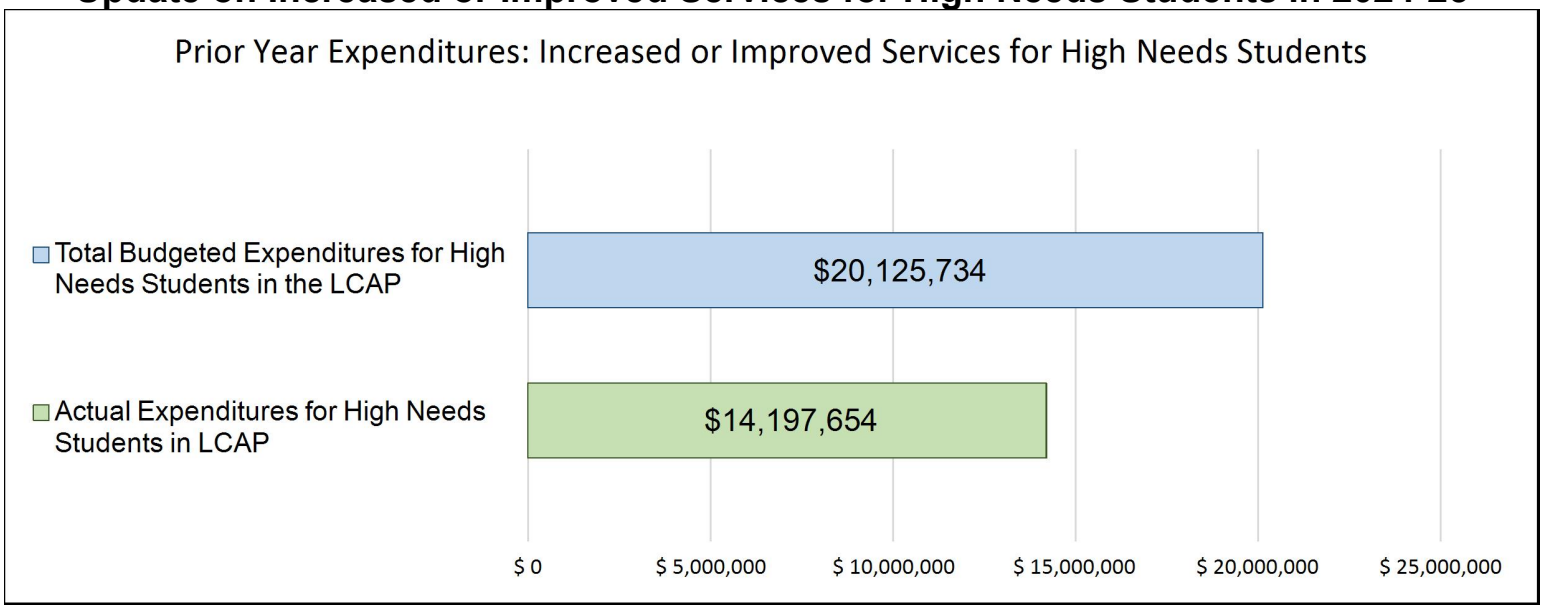
The text description of the above chart is as follows: McFarland Unified School District plans to spend $$87,987,015 for the 2025-26 school year. Of that amount, $$29,237,090 is tied to actions/services in the LCAP and $58,749,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, McFarland Unified School District is projecting it will receive $$14,829,654 based on the enrollment of foster youth, English learner, and low-income students. McFarland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. McFarland Unified School District plans to spend $$22,671,219 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what McFarland 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 McFarland 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, McFarland Unified School District's LCAP budgeted $$20,125,734 for planned actions to increase or improve services for high needs students. McFarland Unified School District actually spent $$14,197,654 for actions to increase or improve services for high needs students in 2024-25.

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
McFarland Unified School District	S. Aaron Resendez Superintendent	saresendez@mcfarland.k12.ca.us 661-792-3081

Plan Summary [2025-26]

General Information

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

The City

Located in Kern County in the San Joaquin Valley, McFarland is a farming community established in 1908. The area flourishes with agricultural produce such as almonds, grapes, and citrus fruits. Positioned 25 miles north-northwest of Bakersfield and 6.5 miles south of Delano, McFarland sits at an elevation of 354 feet. As of 2022, Census.gov recorded a population of roughly 14,019 inhabitants. Notably, McFarland experienced growth during the Great Depression but saw a population decline during World War II. Kern County, known for its almond, grape, and citrus cultivation, holds California's fifth-highest poverty rate. Nearly one-fifth of its residents live below the poverty threshold, with a median household income approximately $20,000 below the California average, according to the U.S. Census.

Our District

McFarland Unified School District serves 3,280 students, 107 fewer than the previous year, across three elementary schools, one junior high school, one comprehensive high school, one alternative education school, and one independent studies school. Our student population includes approximately 30% English Learners (ELs), 86% socioeconomically disadvantaged students, 7.6% homeless students, and 98% Hispanic students. A total of 89.4% of our students are considered unduplicated, according to the Kern Integrated Data Systems (KiDS), February 2025.

Equity Multiplier

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for school sites where the prior year's non-stability rate exceeded 25% and the socioeconomically disadvantaged rate exceeded 70%. Beginning with the 2024–25 Local Control and Accountability Plan (LCAP), LEAs are required to document efforts to improve outcomes for students at these school sites. These efforts are designed to ensure that our highest-need students receive the targeted support necessary to thrive.

What Is the "Non-stability Rate" and Why Does It Matter?
The non-stability rate refers to the percentage of students who do not remain enrolled at the same school for the entire academic year. A high rate indicates that many students are facing housing instability, family relocation, or other disruptions that hinder consistent school attendance.

San Joaquin High School has a non-stability rate of 68.3%, while McFarland Independent School reports a rate of 78.9%. This means more than half of the students at each site did not remain enrolled throughout the school year. High mobility can disrupt students' academic progress, social development, and access to support services.

Why Are San Joaquin High and McFarland Independent Schools Equity Multiplier Sites?
San Joaquin High has a non-stability rate of 68.3% and a socioeconomically disadvantaged student rate of 88.5%. McFarland Independent School has a non-stability rate of 78.9% and a socioeconomically disadvantaged rate of 100%. Both schools meet the criteria to receive Equity Multiplier funding.

How Much Funding Is Provided and What Is It For?

Together, the two schools will receive an additional $127,537 in Equity Multiplier funding. This funding must support specific goals and actions to improve student outcomes, particularly for:

Students performing in the lowest range on the California School Dashboard indicators.

Addressing issues such as teacher retention, credentialing gaps, and academic underperformance.

McFarland Unified School District's Focus Goal addressing this funding is located in Goal 5 and includes a targeted action to support academic improvement.

McFarland Unified School District Mission

McFarland Unified School District is committed to providing all students with a safe academic environment where they are taught 21st Century skills, preparing them to be effective communicators, innovators, and global participants.

McFarland Unified School District Vision

All McFarland USD students will graduate with the skills necessary to be college and/or career ready.

Our commitment to realizing this mission and vision involves a collaborative effort to analyze data, set measurable objectives, and assess progress. Through alignment with district initiatives such as Professional Learning Communities (PLC), Positive Behavior Intervention and Support (PBIS), and Response to Intervention (RTI) we are confident in our ability to address student needs and ensure academic and personal success.

Reflections: Annual Performance

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

McFarland Unified envisions a future in which every student graduates ready for college and/or career. In order to accomplish this, the McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21st Century skills to make them effective communicators, innovators, and participants in the global economy. With the incorporation of our Equity Multiplier Goal, we aim to bolster our efforts in supporting student needs, in addition to the existing four LCAP goals listed below.

1) All MUSD students will be taught by high quality staff that provide rigorous, relevant, and intentional instruction preparing all students for success in college and/or career.
2) All MUSD students will read at grade level by the end of 2nd grade by 2027 as measured by STAR and ACADIENCE.
3) MUSD will foster parent involvement, student engagement, and positive school climate to reduce chronic absenteeism and suspension rates.
4) MUSD will provide a safe, well-maintained, healthy, and supportive environment for all educational partners.
5) Equity Multiplier Goal: MUSD will improve student engagement to facilitate successful course completion and encourage academic progress.

2023 Dashboard Performance

Schools within the LEA that attained the lowest performance level on one or more state indicators in the 2023 Dashboard include the following:

Browning Rd. STEAM Academy (BRSA) registered a shortfall of 78.2 points in English Language Arts and 98.1 points in Mathematics below the standard, positioning BRSA at the lowest performance levels in Academic Performance.
McFarland Junior High School (MJHS) scored 108.6 points below the standard in Mathematics, placing MJHS in the lowest performance level in Academic Performance.
McFarland High School Early College (MHSEC) found itself in the lowest performance level in Academic Performance, as 39.2% of its current English Learner (EL) students progressed towards English language proficiency.

McFarland Unified will address identified needs in English Language Arts and Mathematics through Goal 1, Actions 1.1, 1.2, 1.3, 1.4, and 1.9. In addition, Action 1.6 is specifically designed to support English Learners in making progress toward English language proficiency.

These coordinated actions are designed to improve student achievement in English Language Arts and Mathematics by emphasizing staff professional development, strengthening site data teams, and enhancing collaboration through Professional Learning Communities. Additionally, supplemental curriculum resources will be utilized to support targeted intervention efforts. McFarland Unified will monitor progress using the metrics aligned with these initiatives.

Student groups within the LEA that achieved the lowest performance level on one or more state indicators on the 2023 Dashboard are as follows:

The English Learners student group scored 78.1 points below the standard in English Language Arts and 101.8 points below the standard in Mathematics. Additionally, the ELs student group demonstrated a preparedness of 9.2% under the College/Career Indicator, placing them in the lowest performance levels in Academic Performance.
The Foster Youth student group, with a 34.5% suspension rate, found themselves in the lowest performance level in Conditions and Climate.
The Homeless student group scored 90.3 points below the standard in English Language Arts and 115.6 points below the standard in Mathematics, landing them in the lowest performance level in Academic Performance. Moreover, the Homeless student group exhibited a 22.3% Chronic Absenteeism rate, placing them in the lowest performance level in Academic Engagement.
The Students with Disabilities (SWD) student group scored 163.3 points below the standard in Mathematics, positioning the SWD student group in the lowest performance level in Academic Performance

McFarland Unified will address identified needs in English Language Arts and Mathematics through Goal 1, Actions 1.1, 1.2, 1.3, 1.4, and 1.9, with a targeted focus on English Learners (EL), Foster Youth (FY), and Students with Disabilities. Additionally, Goal 3, Actions 3.1, 3.3, 3.4, 3.5, 3.12, 3.13, and 3.15 are specifically designed to address and reduce chronic absenteeism. Together, these actions aim to improve student achievement in English Language Arts and Mathematics, while also addressing key areas such as chronic absenteeism and suspension rates to support overall student success.

Student groups within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Browning Rd. STEAM Academy:
The English Learners student group scored 102.4 points below the standard in English Language Arts and 111.9 points below the standard in Mathematics, positioning the ELs student group in the lowest performance levels in Academic Performance. The Homeless student group scored 87.2 points below the standard in English Language Arts and 108.7 points below the standard in Mathematics, placing the Homeless student group in the lowest performing levels in Academic Performance. Additionally, this group exhibited a 23.9% chronic absenteeism rate, placing them in the lowest performance level in Academic Engagement. The Hispanic student group scored 78 points below the standard in English Language Arts and 97.7 points below the standard in Mathematics, placing the Hispanic student group in the lowest performing levels in Academic Performance. The Socioeconomically Disadvantaged (SD) student group scored 81.5 points below the standard in English Language Arts and 100.8 points below the standard in Mathematics, placing the SD student group in the lowest performing levels in Academic Performance.

Kern Avenue Elementary School:
The Homeless student group scored 100.1 points below the standard in English Language Arts and 95.4 points below the standard in Mathematics, placing the Homeless student group in the lowest performing levels in Academic Performance.
The Students with Disabilities (SWD) student group, with a 24% chronic absenteeism rate, was placed in the lowest performing level in Academic Engagement.
McFarland Junior High School:
The Homeless student group scored 106 points below the standard in English Language Arts and 147.7 points below the standard in Mathematics, positioning the Homeless student group in the lowest performing levels in Academic Performance. Additionally, this group had a 32.1% chronic absenteeism rate, placing them in the lowest performing level in Academic Engagement. The Socioeconomically Disadvantaged (SED) student group scored 70.1 points below the standard in English Language Arts and 111.5 points below the standard in Mathematics, placing SED in the lowest performing level in Academic Performance. The Students with Disabilities (SWD) student group scored 164.7 points below the standard in English Language Arts and 210.4 points below the standard in Mathematics, placing SWD in the lowest performing levels in Academic Performance. The Hispanic student group scored 108.7 points below the standard in Mathematics, placing the Hispanic student group in the lowest performing level in Academic Performance.
McFarland High School Early College:
Of the English Language Learner student group, 39.2% made progress towards English Language proficiency, placing MHSEC in the lowest performing level in the English Learner Progress Indicator.

McFarland Unified is committed to improving academic achievement in English Language Arts and Mathematics through the implementation of Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.7, and 1.9. To further support literacy and accelerate English Language Development, Goal 2 includes Actions 2.1, 2.2, 2.3, and 2.4. In parallel, Goal 3 prioritizes student engagement and attendance through Actions 3.1, 3.3, 3.4, 3.5, 3.12, 3.13, and 3.15, all aimed at reducing chronic absenteeism. Collectively, these targeted strategies are designed to enhance student performance in core academic areas, strengthen English language acquisition, and create supportive conditions that address absenteeism and suspension rates and ensure a more equitable and successful learning environment for all students.

The following link provides actions targeting LEA-wide Student Groups with Red Indicators, Schoolwide Red Indicators, and School Student Groups with Red Indicators: https://docs.google.com/document/d/1df55C6tx2xIlp0eEl_lkMRnv9jV1sxuyO36eUfTqock/edit?usp=sharing

Reflecting on the annual performance based on the 2023 California Dashboard Indicators insights into our educational endeavors.
In Mathematics and English Language Arts, it is crucial to assess not only the overall scores but also the specific areas where students excelled or faced challenges. Identifying trends and patterns can guide instructional strategies, curriculum enhancements, and targeted interventions to address areas of improvement. Celebrating successes in student achievement while acknowledging areas for growth allows for a balanced and constructive assessment.

Chronic Absenteeism is a key metric in understanding the students' engagement and participation in the learning process. A high absenteeism rate may indicate various underlying issues, such as health concerns, lack of engagement, or socio-economic challenges. Reflecting on this aspect prompts us to explore preventive measures and support systems to ensure regular attendance and active involvement in the educational journey.

Furthermore, it is essential to consider the intersectionality of these factors. Are there specific student groups facing greater challenges in

Mathematics or ELA? Is there a correlation between absenteeism and academic performance? Understanding these connections allows for targeted, equitable interventions that address the unique needs of diverse student populations.
As we reflect on the annual performance, it becomes an opportunity for continuous improvement. This involves refining teaching methodologies, adjusting curriculum approaches, and implementing support systems that foster both academic achievement and overall student well-being. The insights gained from this reflection pave the way for strategic planning, fostering a learning environment that is responsive, inclusive, and conducive to the success of every student.

2024 Dashboard Performance

Schools within the LEA that attained the lowest performance level on one or more state indicators in the 2024 Dashboard include the following:

Horizon Elementary reported a shortfall, with only 44% of English Learners showing progress with a 10.5% decline from the previous year, placing the school at the lowest performance level on the English Learner Progress Indicator.
McFarland Junior High School (MJHS) scored 64.4 points below the standard in English Language Arts, placing it in the lowest performance level for that subject within the Academic Performance category.

Student groups within the LEA that achieved the lowest performance level on one or more state indicators on the 2024 Dashboard are as follows:

A total of 36.7% of Foster Youth students were suspended for at least one day, placing the Foster Youth student group in the lowest performance level under the Conditions and Climate indicator within the District.

Student groups within a school within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

Browning Rd. STEAM Academy:
The Students with Disabilities group scored 158.3 points below the standard in Mathematics, placing them in the lowest performance level for Academic Performance. Additionally, 8.5% of students in this group were suspended for at least one day with an increase of 6.8% from the previous year.
Kern Avenue Elementary School:
The English Learner student group scored 70.2 points below the standard in English Language Arts, placing them in the lowest performance level for Academic Performance. Similarly, the Students with Disabilities group scored 103.2 points below the standard, also falling into the lowest performance level in this category.
McFarland Junior High School:
The English Learner student group scored 105.4 points below the standard in English Language Arts and 133.3 points below in Mathematics, placing them in the lowest performance level for Academic Performance in both subjects. Similarly, the Socioeconomically Disadvantaged group scored 67.5 points below the standard in English Language Arts, while the Students with Disabilities group scored 167.9 points below,

with both groups also falling into the lowest performance level.
McFarland High School Early College:
A total of 10.1% of students in the Students with Disabilities group were suspended for at least one day, placing them in the lowest performance level under the Conditions and Climate indicator.
San Joaquin High School:
Suspension rates show that 10.3% of Hispanic students and 10.5% of Socioeconomically Disadvantaged students were suspended for at least one day, placing both groups in the lowest performance level under the Conditions and Climate indicator.

Across multiple schools in the district, several student groups are performing at the lowest levels in key accountability areas. At Browning Rd. STEAM Academy, Students with Disabilities showed low academic performance in Math and a significant increase in suspension rates. Kern Avenue Elementary also reported low English Language Arts scores among English Learners and Students with Disabilities. At McFarland Junior High, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities all scored well below standards in English Language Arts and/or Math. McFarland High School Early College and San Joaquin High School reported high suspension rates among Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students, placing these groups in the lowest performance level under the Conditions and Climate indicator.

Learning Recovery Emergency Block Grant (LREBG) Summary

The Learning Recovery Emergency Block Grant (LREBG) was established by the State of California to provide local educational agencies (LEAs) with targeted funding aimed at addressing the academic, social-emotional, and attendance-related impacts of the COVID-19 pandemic. The purpose of the LREBG is to accelerate student learning recovery, mitigate the disproportionate impact on high-need student groups, and expand support systems to re-engage students and families. McFarland Unified School District has an estimated $4,933,778.86 in unexpended LREBG funds and will continue implementing learning recovery actions through 2027–28.

LREBG funds must be used for evidence-based actions aligned with allowable uses, including:

Increasing instructional learning time;

Expanding learning recovery programs and academic interventions;

Supporting social-emotional wellness initiatives;

Reducing chronic absenteeism and improving student engagement;

Strengthening staff-to-student ratios to increase direct services.

The MUSD Needs Assessment substantiated findings from the 2024 Dashboard. In ELA, student groups including English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs) showed persistent performance challenges across multiple

school sites. Math results also indicated underperformance among these groups, with notable gaps at McFarland High School Early College, Horizon Elementary, and Kern Avenue Elementary. Additionally, chronic absenteeism remains a concern district-wide, with elevated rates among SWDs, Homeless, EL, and SED student groups at several school sites.

McFarland USD plans to use LREBG funds to implement strategies that address the most significant areas of student need identified through Dashboard and local data analysis. Funded actions aim to close achievement gaps in English Language Arts (ELA) and Mathematics, improve attendance for students experiencing chronic absenteeism, and enhance social-emotional supports to foster academic success. These actions are embedded in: Goal 1 (Actions 5), Goal 2 (Actions 1 & 2), Goal 3 (Actions 3 & 16), and Goal 4 (Action 3).

To address these findings, the District will expand learning opportunities through extended instructional time and implement evidence-based interventions such as 1:1 and small group tutoring. These sessions will provide targeted support tailored to students' individual academic needs. Supplemental learning materials will also be used to reinforce key concepts in both ELA and Math. To improve attendance, the District will integrate wraparound services, including mentorship from AmeriCorps staff, to address the root causes of absenteeism and provide holistic support to students and families.

These coordinated, evidence-based actions are grounded in local need and designed to foster academic excellence, improve attendance, and increase student engagement. LREBG funds will be strategically utilized to close opportunity gaps and support the success and well-being of all McFarland USD students.

Reflections: Technical Assistance

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

McFarland Unified School District no longer meets the criteria for receiving technical assistance. This change indicates that the district has demonstrated sufficient improvement in the key performance areas that previously warranted support. The decision reflects progress in student achievement, compliance with state and federal standards, and/or effective implementation of improvement strategies.

We will continue to implement the plan already established in Goal 3 actions 3.3, 3.13, 3.14, 3.15, and 3.16 were formulated with the aim of enhancing academic support and boosting attendance rates among the targeted student groups. These actions are designed to implement targeted interventions and strategies that foster academic growth and cultivate a supportive learning environment. They focus on addressing barriers to attendance and academic success, ensuring that all students receive the necessary support to thrive academically and socially within the educational setting. A copy of the plan can be found at https://docs.google.com/document/d/1xCw0vkBEVpASMl8EuEpLemzXWZMbg1jPJVjtiwjXMaI/edit?usp=sharing

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	With the use of ParentSquare, LEA communication tool, surveyed parents from each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP on 2/24/25. In addition, a parent a town hall meeting occurred on [4/10/25] @ McFarland Learning Center with invites from ParentSquare and Marquee postings.
Community	Hosted a town-hall meeting @ McFarland Learning Center with invites from ParentSquare and Marquee postings on [4/10/25].
Administrators	Surveyed administrators from all sites to request input related to student needs, possible actions to address needs, and potential updates to the LCAP on [2/24/25]. In addition, met with site and District administrators on [3/27/25] and [4/10/25] and reviewed and analyzed local and state-level data, determine root causes, understand site-level needs, as well as options to address needs. In addition, Parent/Student/Staff Survey Input data was shared.
Certificated Personnel	Emails were sent to all certificated staff members and union representatives and input was gathered via surveys on [2/24/25]. Site administrators gathered during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs and provide feedback to for potential LCAP updates.
Classified Personnel	Emails were sent to all classified staff members and union representatives and input was gathered via surveys on [2/24/25]. Site administrators gathered during staff meetings to review and analyze

Educational Partner(s)	Process for Engagement
	local and state-level data, determine root causes, understand site-level needs, as well as options to address needs and provide feedback to for potential LCAP updates.
Local Bargaining Units	Contacted local bargaining units to request feedback to inform the LCAP development. [2/24/25 Feedback]
Students	With the support from each school site teacher and administrators, 5th-12th grade students were surveyed [2/24/25] and input related to student needs, possible actions to address needs, and potential updates to the LCAP was gathered.
SELPA	Following consultation with SELPA during KCSOS LCAP Trainings [11/19/24], there have been no modifications to the goals or actions outlined in the plan. SELPA expressed confidence that our current plans align well with the intended objectives, indicating that we are on the right track to accomplish our goals.
DELAC/DAC	The District Advisory Committee is composed of one student representative from each of the following schools: McFarland Junior High School, McFarland High School Early College, and San Joaquin High School. Presented the Annual LCAP Update to the District Advisory Committee [3/27/25] and the English Learner Parent Advisory Committee [4/3/25]. A draft of the 2025–26 LCAP was given to our DELAC team on [5/19/25], with a follow-up meeting held on [5/21/25], no comments were received that required a response from the Superintendent. A draft of the 2025-26 LCAP was given to our DAC team on [5/19/25], with a follow-up meeting held on [5/22/25], no comments were received that required a written response from the Superintendent.
Equity Multiplier Schools: San Joaquin High School (Continuation) McFarland Independent School	Met with Classified, Certificated, and Administration personnel [4/9/25], to provide an overview of the LCAP and Equity Multiplier criteria. Additionally, presented local and State data assessments and collectively analyzed academic and social student needs, culminating in the creation of Equity Multiplier Goal/Actions.

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

Summary of Educational Partner Influence on the LCAP

Across all partner groups, a common theme emerged around increasing student motivation, improving parent communication, expanding college and career readiness pathways, and supporting English Language Learners (ELLs) and students with disabilities. These themes directly shaped the design of multiple goals and actions in the 2025–26 LCAP, ensuring that the plan reflects shared community priorities and student needs.

PARENTS

Parents highlighted several key challenges, including motivation, lack of support from teachers and parents, financial barriers, and the need for more relevant career and college readiness programs. The main challenges students face revolve around economic factors, lack of parental support, and language barriers. Financial difficulties impact both the students' ability to attend school and pursue higher education, such as university. Many students struggle with a lack of support from parents for completing homework, staying motivated, and participating in school activities. Some students also struggle with English acquisition and reading at grade level.

Parents also highlighted that effort, focus, and participation are key aspects of student performance, but issues like fear, lack of concentration, and economic limitations often hinder progress. There is a need for more communication between parents and teachers, as well as better programs to support students, particularly those from immigrant families. Scholarships and financial support are crucial for many families to afford education, and there is a need for more resources and opportunities to help students succeed. Parents stated students need both academic and emotional support to overcome these challenges and be prepared for the future. In response to this feedback, Actions 1.3, 1.7, and 1.8 under Goal 1 were developed to prepare all students for college and/or career readiness, and improve academic achievement. Additionally, Goal 3 Action 3 and Goal 4 Action 3 were designed to boost student motivation and make school more engaging and appealing to students.

COMMUNITY

Community feedback highlights several challenges faced by students, including issues with attendance and consistency, and a lack of confidence in their academic preparedness. Many students come from low-income households where they are expected to contribute financially, often at the expense of their education. Limited resources and concerns related to immigration status further hinder their academic progress. Despite these obstacles, there is strong appreciation for programs like BC classes and early college opportunities, which provide valuable access to college-level courses and support pathways to higher education. In response to this feedback, Goal 1, Action 8 was implemented to provide students with access to dual enrollment and CTE courses, enabling them to earn college credit while still in high school. Additionally, Goal 1, Action 1.7 was established to offer support and essential supplies to help Homeless and Foster Youth achieve college and/or career readiness.

ADMINISTRATORS

A significant challenge in McFarland USD identified by the administration team is the rigor of the curriculum, as many teachers are forced to rely on supplemental materials that do not meet grade-level expectations. To address this, teachers need more co-teaching opportunities

and professional development to fully understand and implement the demands of the Common Core standards. While some training has been provided, additional hands-on support from consultants could further enhance instructional methods and improve engagement and rigor in the classroom. Low reading and math levels, combined with language barriers, hinder students' ability to succeed, especially by high school, where many are not prepared for advanced coursework. The lack of advanced classes at the elementary level, such as GATE programs, limits students' opportunities to progress academically.

Furthermore, many students face financial and familial challenges that make pursuing higher education or trade school seem unattainable. A lack of support at home, along with parents who may not have experience navigating the college or career preparation process, makes it difficult for students to get the guidance they need. This, compounded by absenteeism, lower socio-economic status, and limited exposure to career options beyond college, creates a barrier to success. Many students struggle to believe in their own capabilities or see the value of their education, further hindering their motivation. To address these issues, there needs to be a broader range of educational opportunities, including financial support, career exploration, and increased parental involvement to better prepare students for their future. In response to this feedback, Goal 1, Actions 1.2 and 1.9 were created to strengthen academic professional development and promote teacher collaboration through Professional Learning Communities (PLCs), with the aim of improving student academic performance. To support literacy development, Goal 2, Actions 2.2 and 2.3 were implemented. Furthermore, Goal 3, Actions 3.7 and 3.8 were introduced to enhance parent engagement and improve communication with all families, with a particular focus on those who are non-English speaking.

CERTIFICATED PERSONNEL

Certificated staff identified students, particularly English Language Learners (ELLs), face significant barriers to academic success. Many ELL students, especially those who speak only Spanish, lack essential resources like Spanish math books and specialized language programs, making it difficult for them to learn English and keep up academically. Additionally, student motivation is a major issue, with many students distracted by social media, gaming, and a focus on social status, which hinders their academic performance. Chronic absenteeism and a lack of support at home further exacerbate these challenges, leaving students unprepared for school and struggling to succeed.

They also noted that teachers in MUSD often deal with large class sizes, which make it difficult to provide the individual attention struggling students need. Many students are not reading at grade level, which impacts their ability to engage with high school coursework and develop critical thinking and problem-solving skills both essential for college and career readiness. There are also challenges in providing adequate support for special education (SPED) students, with many teachers voicing frustration about the lack of resources and aides. To improve student success, the district must prioritize access to technology, consistent academic interventions, and foster a culture of motivation that encourages students to pursue higher education. This includes improving emotional support, focusing on foundational academic skills, and ensuring all students have the tools necessary to thrive. In response to this feedback, Goal 1, Action 1.6 was implemented to offer targeted English Language Development support for English Learner (EL) students. Additionally, Goal 1, Action 5 was designed to provide all students with access to necessary technology and supplies to support their preparation for college and/or career pathways. To address attendance challenges, Goal 3, Actions 3.6, 3.7, 3.8, 3.12, and 3.15 were developed to improve student attendance and reduce chronic absenteeism.

CLASSIFIED PERSONNEL

Classified personnel indicated students' lack of resources, inadequate parental awareness of available support programs, and low motivation. Many students come from Spanish-only families, where parents are not well-informed about programs that could help with financial support for college or other resources. This, combined with a lack of guidance at home, means students often struggle to stay on grade level and lack the career readiness and life skills necessary for success. A significant barrier is the lack of motivation in students, and the curriculum needs to be more engaging to inspire interest in school. Chronic absenteeism, limited transportation, and a lack of family support further hinder students' academic progress.

Behavioral challenges also impact students' ability to learn. Many students do not take ownership of their actions or behavior, leading to disruptions in class that affect not only their education but that of their peers. In addition, there is a need to promote a strong work ethic, as some students have become complacent and fail to put in the effort needed for success. Encouraging participation in sports, especially at the elementary level, could help build motivation and steer students away from negative influences like gangs. To address these issues, more support for English Language Learners (ELLs), chronic absenteeism, one-on-one tutoring, and a stronger focus on accountability and personal responsibility are needed to help students succeed both academically and in life. In response to this feedback, Goal 1, Action 1.8 was created to provide CTE and Dual Enrollment courses, helping to prepare all students for success in college and/or career pathways. Goal 3, Action 9 was designed to support struggling families by offering essential supplies. Additionally, Goal 4, Action 4 was established to foster a positive school climate and minimize negative influences on students.

LOCAL BARGAINING UNITS

The Local Bargaining Units key challenge in McFarland USD is motivating students to engage and succeed in their education, particularly in the area of literacy. Many students have developed a reliance on simply cutting and pasting material without fully reading or understanding it, trend compounded by student reliance on AI tools. This lack of engagement with the material poses a serious risk to their ability to perform well on state tests or in college-level courses. Early intervention is crucial to addressing this issue, as without it, students will struggle to develop the necessary skills for success in higher education.

Additionally, there is a pressing need for increased support in special education programs, particularly with the SPED push-in model, which has left general education teachers overwhelmed with large class sizes and insufficient resources. Elementary teachers, in particular, are calling for more assistance to manage these challenges. Combination classes, where students of varying abilities are grouped together, are seen as detrimental to student learning. In response to this feedback, Goal 2, Actions 2 and 3 were implemented to enhance literacy through the support of 10 instructional assistants who deliver one-on-one reading intervention to students. Additionally, Goal 1, Action 4 was established to provide supplemental resources aimed at strengthening academic support.

STUDENTS

Student feedback reveals a strong desire for a more balanced and supportive school experience. There is a clear call for additional academic support, including tutoring, after-school programs, and clearer instruction. Students are seeking more engaging, hands-on teaching methods and greater patience and personalization from teachers. They also emphasize the need for longer breaks, cleaner

classrooms, improved facilities, and better emotional support. Suggestions for school improvement include better food options, more diverse reading materials, increased college and career preparation, and expanded extracurricular opportunities. Overall, students appreciate existing efforts but want more individualized attention, life skills education, and flexibility in areas like dress codes and school start times. In response to this feedback, Goal 1, Actions 4 and 11 were implemented to renovate and modernize school libraries, transforming them into 21st-century learning hubs and updating reading materials. Additionally, Goal 4, Action 3 was developed to support the social-emotional well-being of all students. Lastly, Goal 3, Actions 3, 4, and 5 were introduced to expand access to enrichment programs, performing arts, and extracurricular activities for all students.

SELPA

Following consultation with SELPA, there have been no modifications to the goals or actions outlined in the plan. SELPA expressed confidence that our current plans align well with the intended objectives, indicating that we are on the right track to accomplish our goals.

DELAC/DAC

Our DELAC and DAC committees have indicated there is a need to raise awareness about various professions, especially through the experiences of individuals who have achieved success despite coming from low-income or first-generation families. It highlights challenges such as language and cultural barriers, as well as the limited support some students receive from their parents, who may not prioritize higher education. For example, some families may be content with their children graduating from high school rather than pursuing college. The goal is to help students, including those in English Language Development (ELD) programs, pass all their classes and exams, and encourage greater academic aspirations. In response to this feedback, Goal 1, Actions 3 and 6 were developed to offer academic support, along with training and supplemental curriculum, specifically designed to assist English Language Learners. Additionally, Goal 3, Action 1 was adapted to include support staff dedicated to enhancing parent engagement and improving communication, particularly with non-English speaking families. During the presentation of the 2025–26 LCAP Draft to both committees, no comments were received that required a response from the Superintendent.

EQUITY MULTIPLIER SCHOOLS

Educational partners from our Equity Multiplier Schools stressed the need for ongoing investment in student support, particularly advocating for the continuation of SEL services like AmeriCorps mentors and academic tutors. They also emphasized the importance of implementing a well-organized Multi-Tiered System of Supports (MTSS) to effectively meet student needs. In response to this feedback, and after thorough consultations with staff from San Joaquin and McFarland Independent Schools, Goal 5, Actions 5.1 and 5.2 were created. These actions involve assigning two instructional intervention aides to enhance and support student academic performance.

CONCLUSION

This comprehensive and inclusive engagement process ensured that the final LCAP reflects the authentic voices of our students, families, and educators. As implementation moves forward, continued input from educational partners will guide refinements, reinforcing our shared commitment to equity, rigor, and the success of every student.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All MUSD students will be taught by high quality staff that provide rigorous, relevant, and intentional instruction preparing all students for success in college and/or career.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our 2023 CA School Dashboard academic indicator shows:

2023 CALIFORNIA SCHOOL DASHBOARD
ENGLISH LANGUAGE ARTS
* All students were 53.6 points below standard-Orange Indicator

* EL students were 78.1 points below standard-Red Indicator
* Foster Youth no performance level
* SED students were 57.8 points below standard-Orange Indicator

* Hispanic students were 54.3 points below standard-Orange Indicator
* Students with Disabilities were 128.1 points below standard-Orange Indicator
* Homeless students were 90.3 points below standard-Red Indicators

2023 CALIFORNIA SCHOOL DASHBOARD
MATHEMATICS
* All students were 87.7 points below standard-Orange Indicator

* EL students were 101.8 points below standard-Red Indicator
* Foster Youth no performance level
* SED students were 91.7 points below standard-Orange Indicator

* Hispanic students were 88.1 points below standard-Orange Indicator

* Students with Disabilities were 163.3 points below standard-Red Indicator
* Homeless students were 115.6 points below standard-Red Indicators

Educational partners emphasize the significance of establishing a comprehensive academic goal aligned with our District's vision of preparing all students for college or career success.

With the District's overarching purpose centered on serving students and addressing their diverse needs, the assurance of rigorous, relevant, and intentional instruction necessitates thorough monitoring of curriculum and teaching across our campuses. This scrutiny involves comparing the implemented teaching methods with the results derived from various assessments we conduct. Given the expansive nature of this goal and its associated metrics, we anticipate achieving a diverse range of educational outcomes across the TK-12 scope.

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 fully credentialed teachers in K-12 grades. Source: Data Quest Priority 1A	March 2024 74.6% (21-22)	March 2025 73.4% (22-23)		March 2027 95%	-1.2%
1.2	Percent of appropriately assigned teachers Source: Annual HR Report Priority 1A	March 2024 100%	March 2025 100%		March 2027 100%	0%
1.3	Percent of students having access to standards aligned curriculum Source: Annual textbook inventory report from Follett Priority 1B	March 2024 100%	March 2025 100%		March 2027 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percent of observations demonstrating clear CCSS objectives Source: District Walkthrough Tool Priority 2A	March 2024 84%	March 2025 84%		March 2027 95%	0%
1.5	1. Enrollment in dedicated ELD K-12 2. Integrated EL Strategies observed K-12 Source: District Walkthrough Tool Priority 2B	March 2024 Enrollment in dedicated ELD 100% Integrated EL strategies observed 85%	March 2025 Enrollment in dedicated ELD 100% Integrated EL strategies observed 78%		March 2027 Enrollment in dedicated ELD 100% Integrated EL strategies observed 95%	Enrollment in dedicated ELD 0% Integrated EL strategies observed -7%
1.6	CAASPP Math Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard All Students: -87.7 Hispanics: -88.1 SWDs: -163.3 SEDs: -91.7 Homeless: -115.6 ELs: -101.8 Long-Term ELs: -175	2024 CA Dashboard All Students: -78.0 Hispanics: -78.6 SWDs: -139.5 SEDs: -81.2 Homeless: -93.7 ELs: -97.5 Long-Term ELs: -153.9		2026 CA Dashboard All Students: -57 Hispanics: -66 SWDs: -100 SEDs: -61 Homeless: -75 ELs: -70 Long-Term ELs: -66	All Students: 9.7 Hispanics: 9.5 SWDs: 23.8 SEDs: 10.5 Homeless: 21.9 ELs: 4.3 Long-Term ELs: 21.1
1.7	CAASPP ELA Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard All Students: -53.6 Hispanics: -54.3 SWDs: -128.1	2024 CA Dashboard All Students: -46.7 Hispanics: -47		2026 CA Dashboard All Students: -32 Hispanics: -35	All Students: 6.9 Hispanics: 7.3 SWDs: 3.7 SEDs: 7.8 Homeless: 23.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SEDs: -57.8 Homeless: -90.3 ELs: -78.1 Long-Term ELs: -120 Browning Rd. STEAM Academy: All Students: -78.2 Hispanics: -78 SWDs: -142.5 SEDs: -81.5 Homeless: -87.2 ELs: -102.4 Long-Term ELs: N/A Horizon Elementary School: All Students: -38 Hispanics: -39.5 SWDs: -117.9 SEDs: -42.3 Homeless: -55.1 ELs: -43.1 Long-Term ELs: N/A McFarland High School Early College: All Students: 6 Hispanics: 8.3 SWDs: -116.9 SEDs: 1.8 Homeless: -60.6 ELs: -86.9 Long-Term ELs: -86.7	SWDs:-124.4 SEDs: -50 Homeless: -66.6 ELs: -74.9 Long-Term ELs: -108 Browning Rd. STEAM Academy: All Students: -63.7 Hispanics: -63.6 SWDs: -138.9 SEDs: -66.9 Homeless: -64.6 ELs: -79.7 Long-Term ELs: N/A Horizon Elementary School: All Students: -22.2 Hispanics: -22.5 SWDs: -101.1 SEDs: -27.7 Homeless: -67 ELs: -29 Long-Term ELs: N/A McFarland High School Early College: All Students: 12.3 Hispanics: 18.3 SWDs: -76.1 SEDs: 18		SWDs: -85 SEDs: -35 Homeless: -60 ELs: -45 Long-Term ELs: -65 Browning Rd. STEAM Academy: All Students: -35 Hispanics: -35 SWDs: -100 SEDs: -50 Homeless: -50 ELs: -50 Long-Term ELs: N/A Horizon Elementary School: All Students: -10 Hispanics: -10 SWDs: -80 SEDs: -10 Homeless: -40 ELs: -15 Long-Term ELs: N/A McFarland High School Early College: All Students: 20 Hispanics: 20 SWDs: -60 SEDs: -60	ELs: 3.2 Long-Term ELs: 12 Browning Rd. STEAM Academy All Students: 14.5 Hispanics: 14 SWDs: 3.6 SEDs: 14.6 Homeless: 22.6 ELs: 22.7 Long-Term ELs: N/A Horizon Elementary School: All Students: 15.8 Hispanics: 17 SWDs: 16.8 SEDs: 14.6 Homeless: 11.9 ELs: 14.1 Long-Term ELs: N/A McFarland High School Early College: All Students: 6.3 Hispanics: 10 SWDs: 40.8 SEDs: 16.2 Homeless: 60.5 ELs: 32

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: -0.1 ELs: -54.9 Long-Term ELs: -62.8		Homeless: 15 ELs: -40 Long-Term ELs: -40	Long-Term ELs: 23.9
1.8	CAST (CA Science Test) Percent of students who have Met or Exceeded Standards Source: CA Dashboard Priority 4B	2023 CA Dashboard All Students:15.2% Hispanics:14.51% SWDs: 2.56% SEDs: 13.56% Homeless: 8.61% ELs: 2.16% Long-Term ELs: 0%	2024 CA Dashboard All Students: 16.46% Hispanics: 16.47% SWDs: 7.25% SEDs: 16.56% Homeless: 11.01% ELs: 1.23% Long-Term ELs: 0%		2026 CA Dashboard All Students: 30% Hispanics: 30% SWDs: 25% SEDs: 27% Homeless: 20% ELs: 20% Long-Term ELs: 15%	All Students: 1.26% Hispanics: 1.96% SWDs: 4.69% SEDs: 3% Homeless: 2.4% ELs: -0.93% Long-Term ELs: 0%
1.9	A to G Percent of students completing UC/CSU requirements Source: CA Dashboard-College/Career Measures Report Priority 4B	2023 CA Dashboard All Students: 35.1% Hispanics: 35.2% SWDs: 0% SEDs: 33% Homeless: 30% ELs: 5.3% Long-Term ELs: 4%	2024 CA Dashboard All Students: 35.7% Hispanics: 35.2% SWDs: 8.3% SEDs: 34.6% Homeless: 10.5% ELs: 7.0% Long-Term ELs: 7.8%		2026 CA Dashboard All Students: 50% Hispanics: 50% SWDs: 15% SEDs: 40% Homeless: 45% ELs: 20% Long-Term ELs: 20%	All Students: 0.6% Hispanics: 0% SWDs: 8.3% SEDs: 1.6% Homeless: -19.5% ELs: 1.7% Long-Term ELs: 3.8%
1.10	CTE Percent of students completing at least one CTE pathway	2023 CA Dashboard All Students: 15.5% Hispanics: 15.8% SWDs: 28.6% SEDs: 15.4%	2024 CA Dashboard All Students: 20.8% Hispanics: 21.2%		2026 CA Dashboard All Students: 50% Hispanics: 50% SWDs: 55%	All Students: 5.3% Hispanics: 5.4% SWDs: -20.3% SEDs: 5.2% Homeless: 0.5% ELs: -8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard-College/Career Measures Report Priority 4C	Homeless: 10% ELs: 22.4% Long-Term ELs: 22%	SWDs: 8.3% SEDs: 20.6% Homeless: 10.5% ELs: 14% Long-Term ELs: 15.7%		SEDs: 50% Homeless: 45% ELs: 50% Long-Term ELs: 45%	Long-Term ELs: -6.3%
1.11	A to G & CTE Percent of students who have successfully met UC/CSU and at least one CTE Pathway Source: CA Dashboard-College/Career Measures Report Priority 4D	2023 CA Dashboard All Students: 4.8% Hispanics: 4.9% SWDs: 0% SEDs: 4.8% Homeless: 2.5% ELs: 1.3% Long-Term ELs: 0%	2024 CA Dashboard All Students: 7.8% Hispanics: 8% SWDs: 2.8% SEDs: 7.4% Homeless: 0% ELs: 0% Long-Term ELs: 0%		2026 CA Dashboard All Students: 15% Hispanics: 15% SWDs: 10% SEDs: 15% Homeless: 12% ELs: 12% Long-Term ELs:10%	All Students: 3% Hispanics: 3.1% SWDs: 2.8% SEDs: 2.6% Homeless: -2.5% ELs: -1.3% Long-Term: 0%
1.12	EL Progress Percent of students making progress in English proficiency Source: CA Dashboard-ELPI Priority 4E	2023 CA Dashboard ELs: 47.9% Long-Term ELs: 43.3%	2024 CA Dashboard ELs: 45.3% Long-Term ELs: 43.8%		2026 CA Dashboard ELs: 57.9% Long-Term ELs: 55.0%	ELs: -2.6% Long-Term ELs: 0.5%
1.13	EL Reclassification Percent of students reclassifying Source: Internal Measure Priority 4F	May 2023 14.57%	May 2024 13.17%		May 2026 20%	-1.4%
1.14	AP Exam	2023 CA Dashboard	2024 CA Dashboard		2026 CA Dashboard	All Students: 1.5% Hispanics: 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of pupils scoring L3+ Source: CA Dashboard Priority 4G	All Students: 0% Hispanics: 0% SWDs: 0% SEDs: 0% Homeless: 0% ELs: 0% Long-Term ELs: 5.4%	All Students: 1.5% Hispanics: 1.6% SWDs: 0% SEDs: 1.6% Homeless: 0% ELs: 0% Long-Term ELs: 4.3%		All Students: 5% Hispanics: 5% SWDs: 3% SEDs: 3% Homeless: 3% ELs: 4% Long-Term ELs: 6%	SWDs: 0% SEDs: 1.6% Homeless: 0% ELs: 0% Long-Term ELs: -1.1%
1.15	Percent of classroom walkthroughs demonstrating the following: Learning Environment Positive Reinforcement Rigor and Relevance Academic Instruction Instructional Practices Source: District Walkthrough Tool Priority 2A	May 2024 Learning Environment: 95% Positive Reinforcement: 81% Rigor and Relevance: 92% Academic Instruction: 89% Instructional Practices: 89%	March 2025 Learning Environment: 94% Positive Reinforcement: 83% Rigor and Relevance: 85% Academic Instruction: 85% Instructional Practices: 78%		May 2027 Learning Environment: 95% Positive Reinforcement: 95% Rigor and Relevance: 95% Academic Instruction: 95% Instructional Practices 95%	Learning Environment: -1% Positive Reinforcement: 2% Rigor and Relevance: -7% Academic Instruction: -4% Instructional Practices: -11%
1.16	Percent of students with access to a broad course of study. Source: Internal measure of programs, master schedules, and integrated services offered. Priority 7A	April 2024 100%	April 2025 100%		April 2027 100%	0%
1.17	Percent of English Learners, low-socio economic, foster youth,	April 2024 100%	April 2025 100%		April 2027 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and homeless students with access to integrated services that meet their needs. Source: Integrated measure of programs, master schedules, and integrated services offered. Priority 7B					
1.18	Percent of SWDs participating in 80% or more in general education. Source: LRE Indicator 5A Priority 7C	March 2024 81.07%	March 2025 79.8%		March 2027 >80%	-1.27%
1.19	STAR READING - Percent of students scoring at the 50%ile or higher Source: STAR Renaissance-Consolidated Summary Report Priority 8	MOY 2024 STAR Reading 3-6 ALL: 23% 3-6 SWDs: 5% 3-6 SED: 21% 3-6 Homeless: 12% 3-6 EL: 7% 7-12 ALL:13% 7-12 SWDs: 8% 7-12 SED: 12% 7-12 Homeless: 3% 7-12 EL: 2%	MOY 2025 STAR Reading 3-6 ALL: 33% 3-6 SWDs: 7% 3-6 SED: 31% 3-6 Homeless: 25% 3-6 EL: 10% 7-12 ALL: 35% 7-12 SWDs: 14% 7-12 SED: 33% 7-12 Homeless: 27% 7-12 EL: 10%		MOY 2027 STAR Reading 3-6 ALL: 29% 3-6 SWDs: 25% 3-6 SED: 30% 3-6 Homeless: 25% 3-6 EL: 20% 7-12 ALL: 20% 7-12 SWDs: 17% 7-12 SED: 21% 7-12 Homeless: 17% 7-12 EL: 17%	3-6 ALL: 10% 3-6 SWDs: 2% 3-6 SED: 10% 3-6 Homeless: 13% 3-6 EL: 3% 7-12 ALL: 22% 7-12 SWDs: 6% 7-12 SED: 21% 7-12 Homeless: 24% 7-12 EL: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	STAR MATH Percent of students scoring at the 50%ile or higher Source: STAR Renaissance Priority 8	MOY 2024 STAR Math 3-6 ALL: 38% 3-6 SWDs: 13% 3-6 SED: 37% 3-6 Homeless: 18% 3-6 EL: 27% 7-12 ALL: 22% 7-12 SWDs: 8% 7-12 SED: 22% 7-12 Homeless: 17% 7-12 EL: 4%	MOY 2025 STAR Math 3-6 ALL: 42% 3-6 SWDs: 11% 3-6 SED: 41% 3-6 Homeless: 27% 3-6 EL: 27% 7-12 ALL: 44% 7-12 SWDs: 12% 7-12 SED: 45% 7-12 Homeless: 29% 7-12 EL: 20%		MOY 2027 STAR Math 3-6 ALL: 47% 3-6 SWDs: 35% 3-6 SED: 41% 3-6 Homeless: 30% 3-6 EL: 36% 7-12 ALL: 28% 7-12 SWDs: 20% 7-12 SED: 28% 7-12 Homeless: 23% 7-12 EL: 20%	3-6 ALL: 4% 3-6 SWDs: -2% 3-6 SED: 4% 3-6 Homeless: 9% 3-6 EL: 0% 7-12 ALL: 22% 7-12 SWDs: 4% 7-12 SED: 23% 7-12 Homeless: 12% 7-12 EL: 16%
1.21	California Alternate Assessment (CAA) Math and ELA Source: CA Dashboard Priority 4	2023 CA Dashboard English Language Arts 21.05%-Understanding (Level 3) 21.05%-Foundational Understanding (Level 2) 57.89%-Limited Understanding (Level 1) Mathematics 0%-Understanding (Level 3)	2024 CA Dashboard English Language Arts 22.22%-Understanding (Level 3) 33.33%-Foundational Understanding (Level 2) 44.44%-Limited Understanding (Level 1)		2026 CA Dashboard English Language Arts 25%-Understanding (Level 3) 25%-Foundational Understanding (Level 2) 50%-Limited Understanding (Level 1) Mathematics 5%-Understanding (Level 3)	English Language Arts 1.17%-Understanding (Level 3) 12.28%-Foundational Understanding (Level 2) -13.45%-Limited Understanding (Level 1) Mathematics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15.79%-Foundational Understanding (Level 2) 84.21%-Limited Understanding (Level 1)	Mathematics 16.67%-Understanding (Level 3) 33.33%-Foundational Understanding (Level 2) 50%-Limited Understanding (Level 1)		20%-Foundational Understanding (Level 2) 75%-Limited Understanding (Level 1)	16.67%-Understanding (Level 3) 33.33%-Foundational Understanding (Level 2) 34.21%-Limited Understanding (Level 1)
1.22	College and Career Indicator Source: CA Dashboard Priority 8	2023 CA Dashboard All Students: Medium (38.8%) Hispanics Medium (39.1%) SWDs: Very Low (7.1%) SEDs: Medium (37%) Homeless: Medium (37.5%) ELs: Very Low (9.2%) Long-Term ELs: Very Low (7.5%)	2024 CA Dashboard All Students: Medium (51.4%) Hispanics Medium (51.2%) SWDs: Low (19.4%) SEDs: Medium (50.6%) Homeless: Low (18.4%) ELs: Very Low (26.3%) Long-Term ELs: Low (29.4%)		2026 CA Dashboard All Students: High Hispanics High SWDs: Medium SEDs: High Homeless: High ELs: Medium Long-Term ELs: Medium	All Students: 12.6% Hispanics: 12.1% SWDs: 12.3% SEDs: 13.6% Homeless: -19.1% ELs: 17.1% Long-Term ELs: 21.9%
1.23	Early Assessment Program	2023 CA Dashboard All Students: 24.8% Hispanics: 24.3%	2024 CA Dashboard		2026 CA Dashboard All Students: 22%	All Students: 11.4% Hispanics: 10.3% SWDs: 14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percent of students who scored a level 3 or higher on CAASPP ELA and Math by student group. Source: CA Dashboard Priority 4H	SWDs: 0% SEDs: 20.8% Homeless: 6.7% Foster Youth: N/A ELs: N/A Long-Term ELs: N/A	All Students: 36.2% Hispanics: 34.6% SWDs: 14.3% SEDs: 36.1% Homeless: 28.6% Foster Youth: N/A ELs: 0% Long-Term ELs: 0%		Hispanics: 21% SWDs: 9% SEDs: 20% Homeless: 5% Foster Youth: 5% ELs: 0% Long-Term ELs: 0%	SEDs: 15.3% Homeless: 21.9% Foster Youth: N/A ELs: 0% Long-Term ELs: 0%
1.24	Restructure/Improvement of Libraries Timeline Phase I - Project Planning and Design Coordination Phase II - DSA Approval, Bidding, and Contract Preparation Process Phase III - Construction Oversight and Project Closeout	Browning Rd. STEAM Academy: N/A Horizon Elementary School: N/A McFarland High School Early College: N/A	Browning Rd. STEAM Academy: Phase I - Completed Horizon Elementary School: Phase I - Completed McFarland High School Early College: Phase I - Completed		Browning Rd. STEAM Academy: Phase III - Construction Oversight and Project Closeout Horizon Elementary School: Phase III - Construction Oversight and Project Closeout McFarland High School Early College: Phase III - Construction Oversight and Project Closeout	N/A-New Metric
1.25	Number of Dual Enrollment/CTE Courses Offered	45 Sections	57 Sections		75 Sections	12 Sections

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	STAR READING - Browning Rd. STEAM Academy Percent of students scoring at the 50%ile or higher Source: STAR Renaissance- Consolidated Summary Report Priority 8	EOY 2025 STAR Reading ALL: 31% SWDs: 7% SED: 30% Homeless: 20% EL: 15%	N/A		EOY 2027 STAR Reading ALL: 50% SWDs: 20% SED: 50% Homeless: 40% EL: 30%	N/A-New Metric
1.27	STAR READING - Horizon Elementary Percent of students scoring at the 50%ile or higher Source: STAR Renaissance- Consolidated Summary Report Priority 8	EOY 2025 STAR Reading ALL: 41% SWDs: 15% SED: 40% Homeless: 53% EL: 18%	N/A		EOY 2027 STAR Reading ALL: 55% SWDs: 30% SED: 54% Homeless: 55% EL: 35%	N/A-New Metric
1.28	STAR READING - McFarland High School Early College Percent of students scoring at the 50%ile or higher Source: STAR Renaissance- Consolidated Summary Report Priority 8	EOY 2025 STAR Reading ALL: 45% SWDs: 18% SED: 44% Homeless: 29% EL: 23%	N/A		EOY 2027 STAR Reading ALL: 55% SWDs: 40% SED: 55% Homeless: 40% EL: 35%	N/A-New Metric
1.29	Library Book Checkout Rate per Student	2024-25	N/A		2026-27	N/A-New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data Priority 8	Book checkout rate per student Browning Rd. STEAM Academy: 78.64 Horizon Elementary School: 36.34 McFarland High School Early College: 3.43			Book checkout rate per student Browning Rd. STEAM Academy: 100 Horizon Elementary School: 70 McFarland High School Early College: 10	

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.

The District made considerable strides in carrying out our planned actions while also adjusting to emerging needs and challenges throughout the school year.

Action 1.1 – Hire/Retain Teachers
To address educator recruitment, retention, and instructional quality, the District implemented a multi-tiered teacher support initiative. This included active participation in the KCSOS job fair to recruit highly qualified teachers, which resulted in 28 new hires. Each new teacher was paired with one of 18 experienced mentors, enhancing onboarding through personalized guidance. Additionally, the District's New Teacher Academy delivered foundational training on classroom management, academic expectations, and integrated English Learner (EL) strategies.

Successes:
This action contributed to a measurable improvement in retention, evidenced by a decrease in new teacher turnover compared to the prior year.

Challenges:

The district noted a drop in observed use of integrated EL strategies, despite targeted training through the New Teacher Academy.

Action 1.2 – Training/Professional Development
During the reporting year, the District partnered with Creative Leadership Solutions to enhance site-based instructional leadership and data-driven collaboration. Monthly Professional Learning Community (PLC) sessions were facilitated at each school, engaging over 120 certificated staff. Grade-level teams systematically reviewed formative assessment data, which led to common instructional adjustments aligned with student learning needs.

Successes:
Two targeted professional development initiatives strengthened instructional consistency and enhanced student learning. In particular, Read 180 training for grades 6–10 helped ensure more uniform and effective delivery of reading interventions, promoting improved literacy outcomes across secondary grade levels.

Challenges:
While instructional adjustments were evident during PLC discussions, walkthrough data showed mixed trends with a decline in instructional practices.

Action 1.3 – Academic Support
To build system-wide instructional coherence and academic guidance, the District implemented a layered support structure involving academic advisors, counselors, instructional leaders, and library media staff. Academic advisors and counselors across all sites delivered ongoing academic progress monitoring and guidance to students, promoting course completion and early interventions for at-risk students.

Successes:
Learning Directors led K–8 professional development focused on best instructional practices and curriculum implementation. Teachers reported increased confidence in lesson delivery and formative assessment use, contributing to consistency in classroom instruction. Meanwhile, the TOSA played a dual role, modeling effective math instruction and delivering Tier 2 math interventions to over 200 students.

Challenges:
Despite widespread professional development, walkthrough data showed declines in observed instructional practices and academic instruction.

Action 1.5 – Instructional Technology
To ensure equitable access to instructional technology and support 21st-century learning, the District fully implemented its 1:1 device initiative by September, providing every K–12 student with a Chromebook. This marked a significant expansion in digital infrastructure, ensuring that all students could participate in standards-aligned, technology-integrated instruction.

Successes:
Digital citizenship lessons were embedded across grade levels and content areas, promoting responsible and effective technology use. Teacher surveys and informal classroom walkthroughs indicated a marked increase in the use of Google Classroom for instructional delivery, real-time feedback, and student engagement.

Challenges:
While the use of digital tools expanded, inconsistent student engagement in asynchronous components and varied teacher proficiency with instructional apps led to uneven implementation quality across classrooms.

Action 1.6 – English Language Learners Support
To strengthen English Language Development (ELD) instruction across all grade levels, the District implemented a targeted professional learning system for teachers and support staff. Elementary teachers received bimonthly coaching centered on both designated and integrated ELD strategies. At the secondary level, more than 12 teachers completed EL Rise training, which emphasized scaffolds such as sentence frames and structures for academic discourse.

Successes:
As a result of these efforts, walkthroughs showed a consistent application of instructional scaffolds in classrooms with English Learners. Site EL Coordinators conducted data reviews with teachers using ELPAC subdomain data, directly informing planning and instruction. These actions contributed to a more targeted and needs-based approach to lesson design, with emerging improvements in EL instructional access and engagement.

Challenges:
Despite strengthened instructional planning, the District experienced a slight decline in EL progress toward proficiency and drop in reclassification. This suggests a need for stronger alignment between ELD instructional shifts and progress monitoring practices.

Action 1.7 – Homeless/Foster Youth Support
To support students experiencing homelessness or foster care, the District expanded its family outreach infrastructure through the deployment of Family Advocates and essential service supports. A total of 187 students were directly served. “Care Closets” at school sites provided clothing, hygiene items, and basic necessities, removing barriers to school readiness and attendance.

Successes:
With the addition of four outreach vehicles, Family Advocates conducted over 100 home visits, three times the outreach compared to the previous year. These visits were instrumental in addressing critical needs such as transportation, health access, and housing instability. As a result, chronic absenteeism among homeless youth declined, marking one of the most significant year-over-year improvements among unduplicated student groups.

Challenges:
While chronic absenteeism improved, disaggregated walkthrough and engagement data showed persistent gaps in instructional access and emotional readiness among these students. Additional work is needed to integrate social-emotional supports and build stronger school-to-home communication loops.

Action 1.8 – CTE/Dual Enrollment
To strengthen college and career readiness, McFarland High School Early College expanded its Career Technical Education (CTE) and Dual Enrollment programs.

Successes:
This expansion directly supported increases in CTE pathway completion and dual-enrollment participation.

Challenges:
Despite progress, CTE completion rates for Students with Disabilities declined, indicating a need for more inclusive support structures within career pathway programs.

Action 1.9 – Professional Learning Communities (PLCs)/Data Teams
To deepen instructional coherence and foster a culture of continuous improvement, each school site engaged in ten days of Professional Learning Community (PLC) training facilitated by Creative Leadership Solutions. These sessions brought together teachers by grade level or department to collaborate with instructional coaches on instructional planning, formative data analysis, and refinement of teaching strategies.

Successes:
The initiative fostered alignment across grade levels and departments, enhancing the consistency of academic instruction and reinforcing the clear implementation of Common Core-aligned learning objectives.

Challenges:
While staff collaboration improved, walkthrough data showed mixed results: gains in Positive Reinforcement, but declines in Instructional Practices and Academic Instruction. This gap suggests that while planning and collaboration were effective, the translation of strategies into high-quality classroom delivery remains an area for growth.

Action 1.10 – Class Size
To enhance student engagement and safety in physical education (PE), the District implemented smaller class sizes at McFarland High School. This intentional scheduling approach enabled more personalized instruction, greater adult supervision, and the development of safer, more inclusive physical activity settings.

Successes:
Student engagement surveys revealed increased enjoyment and participation in PE classes.

Challenges:
No significant challenges were identified during the implementation period, indicating that the action progressed smoothly and aligned well with the intended goals and operational structures.

Implementation Challenges:

Action 1.4 – Supplemental Curriculum
Minimal supplemental materials were purchased through this action, with only social studies resources acquired specifically for the Learning Center. Supplemental materials are essential because they provide targeted support that enhances the core curriculum, especially for students who need differentiated instruction or additional practice to master grade-level standards. In environments like the Learning Center,

where students often require more individualized attention, these materials can help address learning gaps, reinforce key concepts, and offer engaging, accessible content that meets diverse learning needs. Investing in supplemental materials ensures educators have the tools necessary to provide comprehensive and inclusive instruction that supports all learners.

Modified Implementations:

Action 1.11 – Restructure/Improve Libraries (Renumbered to Action 1.10 – Restructure/Improve Libraries)
The District remains committed to the planned restructuring of libraries at Browning Rd. STEAM Academy, Horizon Elementary, and McFarland High School Early College. While implementation remained in the design and approval phase during 2024–25 for all three sites due to required review by the Division of the State Architect (DSA), substantial progress was made in pre-construction activities. Draft architectural layouts were developed with input from school site leadership, and consultations with book vendors and learning environment specialists were conducted to ensure the libraries will support culturally inclusive collections and modern instructional uses. The redesigned spaces are intended to function as flexible literacy hubs that promote independent reading, collaborative learning, and equitable access to resources for all students. The project will also ensure full compliance with ADA accessibility standards, reinforcing the District's commitment to inclusive, student-centered environments. Full implementation is scheduled for 2026–27.

Non-Implemented Actions:
None

Overall, McFarland Unified made significant progress toward the goal's implementation, with most actions fully enacted and yielding observable improvements in teacher capacity, student access, and academic engagement. Continued investment in curriculum and facilities remains a priority for sustained growth.

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.

Goal 1 did have material differences between budgeted and estimated actual expenditures.

The District spent less than budgeted in several actions due to implementation shifts, reclassification of expenditures, and project timing:

Action 1.2 – Training/Professional Development: $117,225.90 of the $275,055.32 allocation was spent. Scheduling constraints limited the number of professional development sessions delivered.

Action 1.3 – Academic Support: Final expenditures totaled $2,829,257.84 out of $3,561,222.44. Originally planned staffing (SLPs and Speech Aides) were later reassigned under a different funding category.

Action 1.4 – Supplemental Curriculum: Of the originally budgeted $3,253,646.61, a total of $549,070.61 was expended. Upon review, the initial allocation was determined to be significantly overestimated based on actual needs. The budget has since been realigned to more accurately reflect the scope and pace of implementation moving forward.

Action 1.5 – Instructional Technology: Expenditures were $913,895.93 compared to $1,338,000.00 budgeted, due to a reduced volume of technology procurement.

Action 1.8 – CTE/Dual Enrollment: A total of $1,187,856.10 was expended out of the $1,356,477.57 originally budgeted. The variance is primarily attributed to a reallocation of federal funds initially designated for this action, which were redirected to support other high-need program areas. Despite the adjustment, the action was fully implemented as planned, with continued expansion of CTE and dual enrollment offerings that provided students with access to college credit and career-aligned instruction.

Action 1.11 – Restructure/Improve Libraries (Renumbered to Action 1.10 – Restructure/Improve Libraries) is part of a multi-year capital improvement initiative aimed at modernizing library facilities at Browning Rd. STEAM Academy, Horizon Elementary School, and McFarland High School Early College. During the 2024–25 school year, only $202,550 of the original $1,500,000 allocation was expended, as the project remained in the design and DSA review phase. This delay was anticipated due to the complex nature of state-level architectural approvals and construction sequencing.

Following updated cost projections and vendor consultations, the District determined that the total project cost will exceed the original estimate. To ensure full and successful implementation, including DSA-approved construction, ADA compliance, furniture and technology integration, and culturally relevant library materials, the budget has been increased to $$3,651,219.01. This revised allocation aligns with Phase II and Phase III activities scheduled for the 2025–26 and 2026–27 school years.

The budget expansion reflects the District's sustained commitment to creating inclusive, flexible, and equity-driven learning environments that support 21st-century literacy, collaboration, and academic achievement.

The District spent more than was budgeted on the following actions:

Action 1.6 – English Language Learner Support: $223,120.51 was expended, exceeding the $163,464.69 budget by $59,655.82. This was due to the implementation of the Ellevation program to support English Learners.

These differences did not materially affect the delivery of services associated with Goal 1. The District will consider adjustments in future budget cycles, particularly for phased initiatives such as library improvements.

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

Our analysis of metrics and outcomes revealed that the implementation of actions under Goal 1 produced varying levels of effectiveness, based on both quantitative and qualitative data.

Action 1.1 – Hire/Retain Teachers
The District's recruitment and induction efforts are demonstrating early effectiveness in supporting instructional quality and academic growth. Increased staffing stability has contributed to improved continuity of instruction, as evidenced by CAASPP gains of 9.7 points in Mathematics

(from -87.8 to -78) and 6.9 points in ELA (from -53.6 to -46.7). These outcomes suggest that strategic investments in teacher mentorship and onboarding are enhancing classroom effectiveness and student learning. Additionally, while the percent of fully credentialed teachers (Metric 1.1) saw a slight decline from 74.6% to 73.4%, the percent of appropriately assigned teachers remained at 100% (Metric 1.2), sustaining a strong foundation for instructional consistency.

Actions 1.2–1.6, – Capacity Building and Instructional Improvement
The District's integrated instructional strategies, encompassing professional development, academic interventions, instructional technology, English learner supports, CTE expansion, and implementation of Professional Learning Communities (PLCs) are demonstrating emerging effectiveness in improving student outcomes. Participating students demonstrated a 10% improvement in STAR Reading performance (Metric 1.19), suggesting improved reading proficiency and academic engagement. Second, IMakeIt math training introduced tactile and conceptual instructional strategies. This especially benefited students struggling with numeracy, as reflected in STAR Math gains, particularly at grades 3–6 and 7–12 (Metric 1.20).

STAR assessment data reflect notable gains across grade spans (Metric 1.19):

Grades 3–6: Reading scores at or above the 50th percentile increased from 23% to 33%; Math scores rose from 38% to 42%.

Grades 7–12: Reading scores improved significantly from 13% to 35%; Math scores increased from 22% to 44%.

These gains indicate strengthened instructional coherence, effective use of data to inform teaching, and increased access to targeted supports.

Additionally, CAASPP results show continued progress (Metric 1.6 & 1.7):

Mathematics: Distance from standard improved by 9.7 points (from -87.8 to -78).

English Language Arts: Distance from standard improved by 6.9 points (from -53.6 to -46.7).

As a result of these advancements, McFarland Unified School District no longer meets the criteria for technical assistance, signifying substantial progress in previously identified areas of concern. This development reflects the District's measurable improvements in student performance, consistent adherence to state and federal requirements, and the successful implementation of focused strategies to address identified needs.

Action 1.7 – Support for Homeless and Foster Youth
Targeted supports for homeless and foster youth have proven effective. CAASPP results showed a 23.8-point gain in Math and a 23.7-point gain in ELA. Science scores also improved by 2.4 points. These results indicate that the services provided are successfully addressing learning gaps for this high-need group.

Action 1.8 – CTE/Dual Enrollment

To strengthen college and career readiness, McFarland High School Early College expanded its Career Technical Education (CTE) and Dual Enrollment programs from 45 to 57 sections. New course pathways included Spanish, Welding, and Business. Through a growing partnership with Bakersfield College, over 800 students earned college credit, significantly increasing postsecondary access and success. This expansion directly supported increases in CTE pathway completion and dual-enrollment participation. The College and Career Indicator (Metric 1.22) rose by 12.6 percentage points for All Students, with notable gains among English Learners (+17.1%) and Long-Term ELs (+21.9%). These hands-on learning opportunities also improved student engagement and academic relevance, helping students make meaningful connections between coursework and career pathways.

Action 1.9 – Professional Learning Communities (PLCs)/Data Teams
To deepen instructional coherence and foster a culture of continuous improvement, each school site engaged in ten days of Professional Learning Community (PLC) training facilitated by Creative Leadership Solutions. These sessions brought together teachers by grade level or department to collaborate with instructional coaches on instructional planning, formative data analysis, and refinement of teaching strategies. The metrics used to monitor effectiveness were shifted this year to align better with action implementation. The initiative promoted cross-grade and cross-departmental alignment, strengthening the consistency of academic instruction and the clarity of Common Core-aligned objectives (Metric 1.4). Educators reported increased use of formative data to drive lesson adjustments and reteaching strategies, contributing to a data-informed instructional culture. These shifts are expected to positively influence ongoing gains in CAASPP ELA and Math performance (Metrics 1.6 and 1.7), particularly among students in targeted subgroups.

Action 1.10 – Class Size
To improve student engagement and safety in physical education (PE), the District maintained an average class size of 30 students at McFarland High School. This strategic scheduling decision supported more individualized coaching, increased adult supervision, and the creation of safer, more inclusive physical environments. Student engagement surveys revealed increased enjoyment and participation in PE classes. These perceptions were reinforced by walkthrough data showing high marks in Learning Environment (95%) and Positive Reinforcement (83%) under Metric 1.15. Additionally, consistent access to physical education contributed to maintaining 100% access to a broad course of study (Metric 1.16), fulfilling Priority 7A requirements. These metrics were changed to better align with the implementation of the action.

Action 1.11 – Restructure/Improve Libraries (Renumbered to Action 1.10 – Restructure/Improve Libraries)
This action is part of a multi-year initiative. Phase one, focused on planning and design, has been completed for Browning Rd. STEAM Academy, Horizon Elementary School, and McFarland High School Early College. While student outcome data is not yet available, implementation remains on schedule, and the action aligns with the District's long-term strategy to improve access to academic resources and promote student engagement.

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

Based on our analysis, here are the planned adjustments for the 2025-26 LCAP:

Metrics Modifications

Metric 1.24 – Restructure/Improvement of Libraries Timeline (Phases) was added to effectively monitor the progress of Action 1.11, which has since been renumbered as Action 1.10.
Metric 1.25 – The Number of Dual Enrollment/CTE Courses Offered was introduced to evaluate the effectiveness of our Dual Enrollment and CTE course implementation.
Metrics 1.26 through 1.28 were incorporated to support the restructuring of libraries at Browning Rd. STEAM Academy, Horizon Elementary, and McFarland High School Early College in direct response to identified academic needs. These metrics revealed that fewer than 50% of students at each site were performing above the 50th percentile on standardized literacy assessments. The decision to restructure these libraries was made to address this persistent gap by expanding student access to diverse, leveled, and culturally responsive reading materials and creating inclusive, flexible learning environments that promote literacy engagement and academic growth.

Actions Modifications
Metric 1.3 – Academic Support: A Curriculum and Instruction Program Manager was designated to provide targeted guidance to school sites, focusing on strengthening English Language Development (ELD) and enhancing overall instructional practices to support improved student achievement. Additionally, the District added an Instructional Teacher on Special Assignment (TOSA) to deliver direct support to both educators and students, ensuring alignment with academic content standards and promoting effective implementation across classrooms.

Action 1.4 - Supplemental Curriculum: An increase in funding for supplemental Math and ELA materials has been made based on the age of our adopted materials and stakeholder feedback. Ensuring standards-aligned materials and best practices are available to our classroom teachers is supported by ESSA evidence-based practices.

Action 1.5 - Technology: LREBG funds totaling $32,000 will be used to purchase Magma Math, a supplemental Math platform designed to support teachers in making more informed instructional decisions in the classroom and creating opportunities for deeper student-driven discourse and collaboration. The platforms will enable teachers to provide differentiated, data-driven instruction that targets foundational skills and addresses learning gaps, particularly for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and students who have experienced learning loss due to the COVID-19 pandemic. The district will evaluate the impact of this action using STAR and State Math Assessments. This action is supported by Tier 1 evidence-based practices as identified in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Studies on adaptive math programs show strong outcomes for accelerating learning recovery, particularly for high-need student groups.

Action 1.8 – CTE/Dual Enrollment: In response to feedback from educational partners and increasing student interest, McFarland Unified will expand its Career Technical Education (CTE) and Dual Enrollment offerings by adding a CTE teacher at McFarland Junior High School. This expansion reflects the District's commitment to early college and career readiness, as well as increasing equitable access to high-demand pathways, beginning in the middle grades.
Removed Action 1.10 – Class Size. Following a review of Action 1.10, it was determined that the activity is more appropriately aligned under Goal 3. As a result, it has been reclassified and integrated into Goal 3, Action 3.17 to enhance student engagement and school climate initiatives.
Action 1.9 – Professional Learning Communities (PLCs)/Data Teams changed metrics to monitor effectiveness (Metric 1.6, 1.7, and 1.8 added)

Action 1.10 – Restructure/Improve Libraries (Previously Action 1.11): As the project progressed, updated cost estimates from architects and vendors revealed that the scope and scale of the work, including DSA-compliant renovations, full ADA accessibility, modern furnishings, integrated technology, and culturally responsive library collections, would require significantly more funding than initially projected. In response, the District increased the budget to $3,651,219.01 to fully support implementation across Browning Rd. STEAM Academy, Horizon Elementary, and McFarland High School Early College. This budget adjustment ensures that the project can move forward without compromising quality, accessibility, or educational impact. It reflects the District's unwavering commitment to creating modern, inclusive learning spaces that foster literacy, student engagement, and equitable access to high-quality instructional resources.

Action 1.11 – Long-term English Language Learners Support was added in response to persistent achievement gaps and limited language acquisition progress among LTEL students, as identified through CAASPP, ELPI, and reclassification data. Despite existing ELD services, LTELs continue to perform significantly below standard in English Language Arts and Mathematics, with minimal gains in English proficiency and no year-over-year growth in reclassification rates.

Expected Outcomes
These adjustments reflect our commitment to continuous improvement. They align with implementation experiences and the analysis of outcome data from the current school year. Action 1.10 was reassigned to Goal 3 to better align with the Goal and its outlined metrics. We anticipate that realigning Action 1.10 will enhance coherence between goals and ensure better monitoring of impact under the appropriate LCAP priority area.

All actions involving personnel also require adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, or reductions in overall budget allotment for each action that the district has adjusted in response to the decrease in LCFF funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire/Retain Teachers	The District will recruit fully credentialed teachers and properly assign them based on their credentials. To retain new teachers long-term, the District will provide ongoing training, release time for mentoring, and 20-30 mentors to support these teachers.	$169,672.62	Yes
1.2	Training/Professional Development	The District will develop staff capacity to ensure rigorous, relevant, and intentional instruction by providing teachers extra duty pay for ongoing professional development and training in the areas of Intervention Math, Intervention Reading, Supplemental ELD instruction, and ELD strategies.	$285,055.32	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Support	The District will allocate academic support staff, including 1 Director of Curriculum and Instruction, 5 Learning Directors or Assistant Principals, 5 Counselors, 5 Librarians, a Director of Alternative Programs, 4 IT Support Staff, 1 Instructional TOSA , a Curriculum and Instruction Program Manager, and 14 academic stipends per Elementary School, 11 for the Junior High, 24 for the High School, and 2 for the Learning Center. This ensures that all students have access to CCSS standards and 21st Century Skills.	$3,743,016.70	Yes
1.4	Supplemental Curriculum	The District will provide supplemental research based curriculum and supplies to increase student achievement.	$493,750.00	Yes
1.5	Instructional Technology	The District will provide technology materials, supplies, and chromebooks for all students to prepare for college and/or career by supporting state content standards and 21st Century Skills. This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. McFarland Unified School District will enhance equitable access to instructional technology to support college and career readiness, increase academic engagement, and address learning recovery needs in ELA and Mathematics. This action will ensure all students have the tools necessary to engage in rigorous, standards-aligned instruction that also builds 21st Century Skills. LREBG funds totaling $52,000 will be used to: -Purchase Chromebooks, instructional technology materials, and digital tools to expand access to high-quality learning environments. -Implement evidence-based instructional platforms such as Pearson, Tutor.com, and Magma Math to provide personalized support and real-time feedback in core academic subjects across all grade levels. These platforms will allow teachers to offer differentiated, data-driven instruction that targets foundational skills and addresses learning gaps,	$1,909,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		especially for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and students experiencing learning loss due to the COVID-19 pandemic. Research Base: This action is supported by Tier 1 evidence-based practices as identified in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Research from the U.S. Department of Education Office of Educational Technology and the Wallace Foundation confirms that digital learning platforms, when coupled with teacher guidance, improve student engagement, personalize learning, and contribute to measurable academic gains. Studies on platforms like Tutor.com and adaptive math programs show strong outcomes for accelerating learning recovery, particularly for high-need student groups. Monitoring Metrics: The district will evaluate the impact of this action using: -Enrollment in dedicated ELD K-12 and integrated EL strategies observed -Performance on State Assessments in ELA and Math -Progress monitoring for targeted student groups (ELs, SWDs, SED, and Homeless)		
1.6	English Language Learners Support	The District will provide 4 Site EL Resource Teachers, training, and research based supplemental curriculum to ensure highly qualified staff support our English Language Learners in making progress toward English proficiency.	$156,771.18	Yes
1.7	Homeless/Foster Youth Support	The District will provide 3 additional support staff members, various basic personal hygiene supplies, tutoring, transportation, and other services in order to help prepare our Homeless/Foster Youth become college/career ready.	$156,891.98	Yes
1.8	CTE/Dual Enrollment	The District will provide 1 CTE/Dual Enrollment Counselor, 9 CTE Pathway Teachers, and additional supplies and materials to support CTE/Dual	$1,717,969.07	Yes

Action #	Title	Description	Total Funds	Contributing
		Enrollment pathways to prepare all students for success in college and/or career.		
1.9	Professional Learning Communities (PLCs)/Data Teams	Develop and implement data teams and PLCs at all sites by providing training, release time for teachers to participate in instructional rounds, and release time for teachers to participate in data teams to ensure rigorous, relevant, and intentional instruction for all students.	$710,030.47	Yes
1.10	Restructure/Improve Libraries	The District will renovate and modernize our libraries at Browning Rd. STEAM Academy, Horizon Elementary, and McFarland High School Early College to transform them into 21st Century learning centers, enhancing opportunities for students to engage in modern educational practices and improve their reading skills.	$3,651,219.01	Yes
1.11	Long-term English Language Learners Support	The District will provide stipends for two Site EL Resource Teachers at McFarland Junior High and McFarland High Early College, along with targeted training and research-based supplemental curriculum to support English Learners. In addition, teachers will receive extra duty pay to offer tutoring throughout the year. This action includes dedicated support for Long-Term English Learners (LTELs), including the use of designated ELD curriculum, academic language instruction, and professional development focused on reclassification strategies. LTEL students will receive small-group instruction, scaffolded support in core subjects, and regular progress monitoring to support reclassification and improve academic achievement.	$107,128.16	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All MUSD students will read at grade level by the end of 2nd grade by 2027 as measured by STAR and ACADIENCE.	Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data indicates:

2023 CALIFORNIA SCHOOL DASHBOARD
ENGLISH LANGUAGE ARTS
* All students were 53.6 points below standard-Orange Indicator

* EL students were 78.1 points below standard-Red Indicator
* Foster Youth - no performance level available
* SED students were 57.8 points below standard-Orange Indicator

* Hispanic Students were 54.3 points below standard-Orange Indicator
* Students with Disabilities were 128.1 points below standard-Orange Indicator
* Homeless Students were 90.3 points below standard-Red Indicator

STAR READING (MOY 2024)
On average our 1st Grade ALL students are reading at 1.2
On average our 2nd Grade ALL students are reading at 2.1
On average our 3rd Grade ALL students are reading at 2.9

On average our 1st Grade EL students are reading at 0.8
On average our 2nd Grade EL students are reading at 1.8
On average our 3rd Grade EL students are reading at 2.6

Research indicates that by the conclusion of third grade, 74 percent of struggling readers may never bridge the gap. Proficiency in reading by the end of third grade is a significant predictor of high school graduation, with over 85 percent of the curriculum relying on reading comprehension. Without a solid foundation in reading, children risk falling behind early in their educational journey.

After careful consideration, we have opted to establish this focus goal and target by the culmination of second grade. This decision is informed by CCS Standards, Achieve the Core, and the Science of Reading (LETRS), all of which emphasize the critical importance of foundational reading skills during the K-2 period. Additionally, we recognize that third grade marks the beginning of the CAASPP assessment. To enable third-grade teachers to effectively prepare students for this high-stakes test, it is imperative that students enter third grade at grade level in reading comprehension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ACADIENCE (MOY) Percent of students At/Above Benchmark Source: ACADIENCE Priority 8	January 2024 Kindergarten: 56% 1st Grade: 48% 2nd Grade: 45%	January 2025 Kindergarten: 45% 1st Grade: 58% 2nd Grade: 56%		January 2027 Kindergarten: 65% 1st Grade: 57% 2nd Grade: 55%	Kindergarten: -11% 1st Grade: 10% 2nd Grade: 11%
2.2	ACADIENCE (EOY) Percent of students At/Above Benchmark Source: ACADIENCE Priority 8	May 2024 Kindergarten: 60% 1st Grade: 49% 2nd Grade: 48%	May 2025 Kindergarten: 58% 1st Grade: 62% 2nd Grade: 55%		May 2027 Kindergarten: 70% 1st Grade: 60% 2nd Grade: 60%	Kindergarten: -2% 1st Grade: 13% 2nd Grade: 7%
2.3	STAR EARLY LITERACY (MOY) Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	January 2024 Kindergarten: 55%	January 2025 Kindergarten: 53%		January 2027 Kindergarten: 64%	Kindergarten: -2%
2.4	STAR READING (MOY) Percent of students at or above the 50%ile	January 2024 1st Grade: 32%	January 2025 1st Grade: 40%		January 2027 1st Grade: 41%	1st Grade: 8% 2nd Grade: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: STAR Renaissance Priority 8	2nd Grade: 31%	2nd Grade: 40%		2nd Grade: 40%	
2.5	STAR EARLY LITERACY (EOY) Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	May 2024 Kindergarten: 55%	May 2025 Kindergarten: 49%		May 2027 Kindergarten: 64%	-6%
2.6	STAR READING (EOY) Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	May 2024 1st Grade: 32% 2nd Grade: 31%	May 2025 1st Grade: 44% 2nd Grade: 39%		May 2027 1st Grade: 41% 2nd Grade: 40%	1st Grade: 12% 2nd Grade: 8%
2.7	Writing Benchmarks Percent of students scoring proficient or better Source: Internal Writing Benchmark Priority 8	May 2024 Kindergarten: 45% 1st Grade: 31% 2nd Grade: 20%	May 2025 Kindergarten: 41.03% 1st Grade: 57.50% 2nd Grade: 34.75%		May 2027 Kindergarten: 60% 1st Grade: 45% 2nd Grade: 40%	Kindergarten: -3.97% 1st Grade: 26.5% 2nd Grade: 14.75%
2.8	Number of Students Receiving Reading Intervention Support by Grade.	Kindergarten: 107 1st Grade: 115 2nd Grade: 113 3rd Grade: 99	Kindergarten: 130 1st Grade: 107 2nd Grade: 117 3rd Grade: 130		Kindergarten: 120 1st Grade: 120 2nd Grade: 120 3rd Grade: 120	Kindergarten: 23 1st Grade: -8 2nd Grade: 4 3rd Grade: 31

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.

The District made considerable strides in carrying out our planned actions while also adjusting to emerging needs and challenges throughout the school year.

Action 2.1 – Training/Professional Development
To improve early literacy outcomes in grades K–2, all elementary teachers received comprehensive training and ongoing coaching on the Teacher Created Materials (TCM) platform. This professional development (PD) initiative focused on enhancing foundational reading and writing instruction, equipping educators with evidence-based strategies specifically tailored for early learners. All planned PD sessions and coaching cycles were implemented as scheduled. Teachers engaged in collaborative planning and lesson study groups anchored in the TCM framework. Instructional coaches provided in-class modeling and feedback aligned with phonemic awareness, decoding strategies, and structured writing tasks.

Successes:
Literacy data from STAR Reading, ACADIENCE, and writing benchmarks indicate notable gains in 1st and 2nd grade proficiency, with improvements across assessments.

Challenges:
Kindergarten performance on both ACADIENCE and STAR Early Literacy metrics declined slightly compared to the January 2024 baseline.

Action 2.2 – Response to Intervention (RTI)
To address early literacy needs and support struggling readers in grades K–3, the District successfully hired ten reading intervention aides and strategically placed them across all three elementary schools. This staffing increase enabled schools to expand their capacity to deliver targeted, one-on-one reading interventions throughout the year. All ten reading aides were hired and assigned to sites with high numbers of students below benchmark based on STAR and ACADIENCE data. Schools developed intervention schedules to ensure aides were providing consistent pull-out or push-in support. Interventions were aligned to phonics, fluency, and comprehension needs using district-adopted literacy programs and assessments.

Successes:
The number of students receiving reading interventions grew at all grade levels, accompanied by staff and family feedback indicating increased student engagement and confidence in reading.

Challenges:
Despite increased support in Kindergarten, benchmark scores on ACADIENCE and STAR Early Literacy showed a slight decline, indicating that younger students may need more time or tailored instructional approaches to achieve measurable progress.

Action 2.3 – Supplemental Curriculum

To strengthen literacy outcomes in early grades, the District purchased the Learning Dynamics and Reading A to Z intervention programs. These research-based programs were chosen for their proven effectiveness in supporting early reading development and their capacity to facilitate differentiated instruction based on individual student needs. Materials and digital licenses were distributed to all K–2 classrooms and intervention staff at the start of the school year. Staff received training on both programs' diagnostic tools and instructional components to ensure consistent use across schools. Reading aides and classroom teachers integrated the programs into intervention blocks and small-group instruction.

Successes:
The structured phonics sequence of Learning Dynamics and the leveled texts in Reading A to Z allowed for more precise targeting of skills in foundational literacy. Grade-level teams reported improved student engagement and increased time on task during reading blocks.

Challenges:
Teachers expressed a need for additional time to align the new materials with existing core curriculum.

Implementation Challenges:
None

Modified Implementations:
None

Non-implemented Actions:

Action 2.4 – Kindergarten Readiness
Due to delays in obtaining the necessary materials, the District was unable to secure and distribute the planned reading resources for incoming Kindergarten students this year. However, everything is on track to ensure the materials will be ready and distributed at the start of the next school year to support early literacy readiness.

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.

Goal 2 did have some significant differences between budgeted expenditures and estimated actual expenditures.

The District spent less than budgeted in several actions due to implementation shifts, reclassification of expenditures, and project timing:

The District spent less than was budgeted on the following actions:
Action 2.2 – Response to Intervention: Due to delays in hiring, not all ten intervention aides were onboarded at the beginning of the year, resulting in only $289,213.68 spent out of the allocated $401,000.00.

Action 2.4 – Kindergarten Readiness: The District was unable to obtain and distribute the intended reading materials for incoming Kindergarten students this year, resulting in none of the allocated $18,900.00 being spent.

The District spent more than was budgeted on the following actions:

Action 2.3 – Supplemental Curriculum: The purchase of the Teacher Created Materials supplemental program resulted in expenditures totaling $94,716.24, exceeding the original budget of $40,000.00.

These differences did not materially affect the delivery of services associated with Goal 2.

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

Our analysis of metrics and outcomes revealed that the implementation of actions under Goal 2 produced varying levels of effectiveness, based on both quantitative and qualitative data.

Effective Actions (2.1–2.3):
The District's actions aimed at improving reading proficiency, through high-quality professional development, implementation of a robust Response to Intervention (RTI) framework, and the adoption of supplemental curriculum, have demonstrated clear effectiveness.

Key indicators of success include improvements on both ACADIENCE and STAR Reading assessments. ACADIENCE results show a significant rise in the percentage of students reading at or above benchmark: 1st grade increased from 48% to 58%, and 2nd grade from 45% to 56% (Metric 2.1). Similarly, STAR Reading data reflect growth in students scoring above the 50th percentile, with 1st grade improving from 32% to 44%, and 2nd grade from 31% to 38% (Metric 2.6). The number of students receiving reading interventions rose to 484, up from 434 the prior year (+50 students), with increases across all grade levels (Metric 2.8).

These academic gains indicate that the targeted instructional strategies, combined with newly adopted intervention materials and increased access to one-on-one support, are positively impacting student literacy outcomes. The coordinated implementation of staff training, student interventions, and differentiated resources has created a more responsive and effective literacy support system across early grade levels.

Ineffective Action (2.4 – Kindergarten Readiness):
The District was unable to distribute planned reading materials for incoming Kindergarten students due to vendor-related delays. This may have contributed to a decline in early literacy outcomes. The percentage of Kindergarten students at benchmark on the ACADIENCE assessment fell from 56% to 45% (Metric 2.1), and STAR Early Literacy scores declined slightly from 55% to 53% (Metric 2.3). Access to early reading resources is a key factor in supporting foundational skills, and delays in this area likely hindered student progress.

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

Based on our analysis, here are the planned adjustments for the 2025-26 LCAP:

Metrics Modifications:
None

Actions Modifications:
Actions 2.1 and 2.2 have been identified as LREBG actions. With anticipated cuts to federal funding, they have been incorporated into our LREBG plan. Actions 2.1 and 2.2 support our Tier 2 and 3 reading Response to Intervention (RTI) system. ESSA (Every Student Succeeds Act) emphasizes the use of evidence-based practices, which align with the core principles of RTI. $7,500 in LREBG funds will be used to support Action 2.1, and $518,400 in LREBG funds will be dedicated to Action 2.2. The success of these actions will be measured through STAR and DIBELS scores.

Expected Outcomes:
None

These modifications align with our effectiveness analysis and implementation experiences for the current school year.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to a decrease in LCFF funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Training/Professional Development	The District will provide extra duty pay, consultant fees, and on ongoing coaching to deliver professional development, program training, and ongoing support in the implementation of the science of reading to improve primary grade literacy. This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. McFarland Unified School District will implement a professional development and instructional support initiative focused on the science of reading to accelerate early literacy growth among primary grade students. The program will provide extra duty pay, consultant-led	$12,320.00	No

Action #	Title	Description	Total Funds	Contributing
		sessions, and job-embedded coaching for teachers, as well as access to evidence-based reading intervention materials to support classroom implementation and small-group instruction. These supports are designed to improve foundational reading outcomes, particularly for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged (SED) students, groups identified in the district's LREBG Needs Assessment as needing intensified support in English Language Arts (ELA). Research Base: This action is supported by Tier 1 evidence-based practices under ESSA and identified in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. The science of reading framework, grounded in decades of research from the National Reading Panel, the International Dyslexia Association, and the Institute of Education Sciences (IES), emphasizes explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional development aligned to these principles has been shown to significantly improve reading outcomes, especially when paired with coaching and high-quality instructional materials. Monitoring Metrics: The district will monitor the effectiveness of this action using: -Writing benchmark scores for K-2 -Local early literacy assessments scores -Number of students receiving reading intervention support by Grade -Student reading proficiency rates, disaggregated by EL, LTEL, SWD, and SED subgroups Funding Details: $7,500 in LREBG funds will be used to support this action by funding: -Extra duty pay for teachers attending PD and coaching outside contract hours -Consultant fees for expert-led training on the science of reading		

Action #	Title	Description	Total Funds	Contributing
		-Purchase of evidence-based reading intervention materials to reinforce skills and support Tier 2 literacy intervention		
2.2	Response to Intervention (RTI)	The District will provide up to 10 instructional intervention aides to help implement Reading RTI at each elementary site using universal and diagnostic screeners according to the District RTI plan. This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. McFarland Unified School District will strengthen its districtwide RTI (Response to Intervention) framework in reading by providing targeted personnel and instructional support aligned to its multi-tiered system of supports (MTSS). The district will hire up to 10 instructional intervention aides to assist with implementation of reading interventions at each elementary site. These aides will support the delivery of Tier 2 instruction using universal screeners, diagnostic assessments, and small-group formats aligned with the district's RTI plan. Additionally, the district will employ six full-day literacy tutors to provide intensive early literacy support to first-grade students, a group identified as critical for early intervention based on screening data. These tutors will deliver daily, evidence-based instruction focused on phonemic awareness, phonics, decoding, and fluency, supporting foundational skills that are essential for long-term reading success. This action responds directly to persistent underperformance in ELA outcomes among English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged (SED) students, as identified in McFarland USD's LREBG Needs Assessment and the 2024 CA School Dashboard. Research Base: This action aligns with Tier 1 and Tier 2 evidence-based practices as described in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Research from the What Works Clearinghouse, National Center on Intensive Intervention, and the Florida Center for Reading Research supports structured RTI models and early literacy tutoring as highly effective in improving reading outcomes, especially when	$919,400.00	No

Action #	Title	Description	Total Funds	Contributing
		support is delivered in small groups, targeted based on assessments, and led by trained personnel. Foundational reading skills are best addressed in early grades (K–2), and interventions at this stage are significantly more effective and cost-efficient than remedial programs in later grades (Foorman et al., 2016; Gersten et al., 2009). Monitoring Metrics: McFarland USD will monitor the impact of this action using: -Universal screener results (e.g., ACADIENCE, STAR Early Literacy) in fall, winter, and spring -Progress monitoring data from diagnostic assessments -Writing benchmark performance in K-2 Funding Details: This action is supported by $518,400 in LREBG funds, which will be used for: -Salaries and benefits for six full-day literacy tutors -Salaries for up to 10 intervention aides across elementary sites -Supplemental instructional materials aligned to foundational reading standards -Professional development and onboarding for tutoring and intervention staff		
2.3	Supplemental Curriculum	The District will provide supplemental reading programs and materials to increase student engagement in literacy.	$40,000.00	No
2.4	Kindergarten Readiness	The District will provide school supplies, reading books, and educational materials to registering kindergarten students to ensure students are better prepared to begin their academic careers.	$18,900.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MUSD will foster parent involvement, student engagement, and positive school climate to reduce chronic absenteeism and suspension rates.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data indicates problem areas in engagement that we can address through this goal and the metrics attached. The data includes:

* There's a significant difference between Parents/Students compared to Staff from our survey on whether our teachers make time to discuss grades, academic successes, or areas of improvements.
* 26.5% of Parents and 19.4% of Students indicated teachers did not make time to discuss grades, academic successes, or areas of improvements compared to only 5.9% of staff indicating teachers did not make time to discuss grades, academic successes, or areas of improvements.

In 2023-24 according to our student information system (KiDS) unduplicated students accounted for every (100% of suspension incidents) suspension incident.

2023 CA School Dashboard for suspensions shows:
* OVERALL (2.7%)
* ELS (2.4%)
* Foster Youth (34.5%)

2023 CA School Dashboard Indicator for Graduation Rate:
* OVERALL (94.5%)
* SEDs (94.1%)
* ELs (94.7%)
* Homeless (97.5%)
* SWDs (92.9%)

Furthermore, CA Dashboard shows:
According to 2023 CA Dashboard, McFarland USD had a 13.6% chronic absenteeism rate.
MUSD 13.6%
ELs: 11.7%
Homeless: 22.3%
SEDs: 14.3%
SWDs: 17.7%
The percentage of suspended Foster Youth students is significantly higher than the other groups in MUSD.

Looking at our 2 schools with the highest chronic absentee rates on the dashboard we found:
Kern Avenue Elementary School: All Students (13.5% High), ELs (11.7% High), Homeless (20% High), SEDs (14.1% High), and SWDs (24% Very High)
McFarland Junior High School: All students (17.9% High), ELs (20.1%, High), Homeless (32.0%, Very High), SEDs (19.1%, High) and SWDs (15.4%, High)
Again homeless students are chronically absent at much higher rate than other groups and are higher than our District average. SED students at both sites, and ELs at MJHS are significantly higher at these sites compared to our District averages.

As of May 2024, internal data extracted from our student information system (KiDS) reveals that the chronic absentee rate for the 2023-24 academic year among All Students stands at 11.3%.

Additionally, according to KiDS we have:

2972 unduplicated students of which 337.6 are considered chronically absent (11.36%)
325 non-unduplicated students of which 26 are considered chronically absent (7.99%)

Recognizing the pivotal role of school attendance in student success, our educational partners emphasize the need to address chronic absenteeism district-wide, particularly focusing on two schools with notably higher rates than others. Studies underscore the myriad advantages for students with engaged parents, including fewer behavioral issues, improved academic outcomes, and higher graduation rates. Prioritizing efforts to foster connections with both students and parents, we aim to boost engagement levels, thereby enhancing overall student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Input Meetings	May 2024	May 2025		May 2027	-1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of meetings offerings Source: Agenda/Minutes Priority 3A	8 Meetings	7 Meetings		10 Meetings	
3.2	LCAP Survey Participation Number of parent participants Source: Internal Survey Measure Priority 3A	March 2024 207 Parents	March 2025 178 Parents		March 2027 300 Parents	-29
3.3	DELAC Meetings The average number of participants per meeting Source: Agenda/Minutes Priority 3A	May 2024 11 Participants	May 2025 12 Participants		May 2027 20 Participants	1
3.4	Parent University Classes Number of courses held Source: Agenda/Minutes Priority 3B	May 2024 4 PIQE Parent Courses	May 2025 4 PIQE Parent Courses		May 2027 5 Parent Courses	0
3.5	Percent of parent participation in IEP Exit Parent Survey Source: Student Services Report Priority 3C	May 2024 0% of Parent Participation	May 2025 0% of Parent Participation		May 2027 >60% of Parent Participation	0%
3.6	Percent of parent Involvement in IEPs Source: Student Services Report Priority 3C	May 2024 100%	May 2025 100%		May 2027 >96.5%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Attendance Rate Source: Kern Integrated Data System (KiDS) Priority 5A	May 2024 All Students: 95.33% Browning Rd. STEAM Academy: N/A Horizon Elementary School: N/A McFarland High School Early College: N/A	May 2025 All Students: 95.39% Browning Rd. STEAM Academy: 95.6% Horizon Elementary School: 96.46% McFarland High School Early College: 95.41%		May 2027 All Students: 97% Browning Rd. STEAM Academy: 97% Horizon Elementary School: 97% McFarland High School Early College: 97%	All Students: 0.06% Browning Rd. STEAM Academy: N/A Horizon Elementary School: N/A McFarland High School Early College: N/A
3.8	Drop Out Rate: Middle School Source: CALPADS 8.1c Priority 5C	May 2024 0%	May 2025 0%		May 2027 0%	0%
3.9	Drop Out Rate: High School Source: CALPADS 8.1c Priority 5D	May 2024 End of Year 0.01%	May 2025 End of Year 0.79%		May 2027 End of Year 0%	0.78%
3.10	High School Graduation Rate Source: CA Dashboard Priority 5E	2023 CA Dashboard All: 94.5% SEDs: 94.1% ELs: 94.7% Long Term ELs: 95.5%	2024 CA Dashboard All: 94.1% SEDs: 94.2% ELs: 93%		2026 CA Dashboard All: 99% SEDs: 99% ELs: 99%	All: -0.4% SEDs: 0.1% ELs: -1.7% Long Term ELs: 0.6% Homeless: -10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 97.5% SWDs: 92.9%	Long Term ELs: 96.1% Homeless: 86.8% SWDs: 86.1%		Long Term ELs: 99% Homeless: 99% SWDs: 99%	SWDs: -6.8%
3.11	Suspension Rates Source: CA Dashboard Priority 6A	2023 CA Dashboard All Students: 2.7% ELs: 2.4% Long Term ELs: 2.7% SED: 2.8% Homeless: 3.7% SWDs: 3.6% Foster Youth: 34.5% Browning Rd. STEAM Academy: All Students: 2.7% ELs: 2.9% Long Term ELs: N/A SED: 2.8% Homeless: 5.4% SWDs: 1.7% Foster Youth: N/A Horizon Elementary School: All Students: 0.5% ELs: 0.4% Long Term ELs: N/A SED: 0.6% Homeless: 0% SWDs: 0% Foster Youth: N/A McFarland High School Early College:	2024 CA Dashboard All Students: 2.4% ELs: 2% Long Term ELs: 2.5% SED: 2.6% Homeless: 3.8% SWDs: 5.5% Foster Youth: 36.7% Browning Rd. STEAM Academy: All Students: 4.5% ELs: 3.3% Long Term ELs: 8.3% SED: 4.4% Homeless: 4.4% SWDs: 8.5% Foster Youth: N/A Horizon Elementary School: All Students: 2% ELs: 1.8% Long Term ELs: N/A SED: 2.1%		2026 CA Dashboard All Students: 1.9% ELs: 1.8% Long Term ELs: 1.8% SED: 1.9% Homeless: 1.9% SWDs: 2% Foster Youth: 19% Browning Rd. STEAM Academy: All Students: 1.9% ELs: 1.8% Long Term ELs: 1.8% SED: 1.9% Homeless: 1.9% SWDs: 2% Foster Youth: 19% Horizon Elementary School: All Students: 1.9% ELs: 1.8% Long Term ELs: 1.8% SED: 1.9% Homeless: 1.9%	All Students: -0.3% ELs: -0.4% Long Term ELs: -0.2% SED: -0.2% Homeless: 0.1% SWDs: 1.9% Foster Youth: 2.2% Browning Rd. STEAM Academy: All Students: 1.8% ELs: 0.4% Long Term ELs: N/A SED: 1.6% Homeless: -1% SWDs: 6.8% Foster Youth: N/A Horizon Elementary School: All Students: 1.5% ELs: 1.4$ Long Term ELs: N/A SED: 1.5% Homeless: 3.4% SWDs: 3.6% Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 5.8% ELs: 6.7% Long Term ELs: 7.5% SED: 2.8% Homeless: 7.1% SWDs: 9.4% Foster Youth: 52.6%	Homeless: 3.4% SWDs: 3.6% Foster Youth:N/A McFarland High School Early College: All Students: 3.2% ELs: 2.8% Long Term ELs: 2.8% SED: 3.4% Homeless: 3.9% SWDs: 10.1% Foster Youth: 66.7%		SWDs: 2% Foster Youth: 19% McFarland High School Early College: All Students: 1.9% ELs: 1.8% Long Term ELs: 1.8% SED: 1.9% Homeless: 1.9% SWDs: 2% Foster Youth: 19%	McFarland High School Early College: All Students: -2.6% ELs: -3.9% Long Term ELs: -4.7% SED: 0.6% Homeless: -3.2% SWDs: 0.7% Foster Youth: 14.1%
3.12	Expulsion Rates Source: DataQuest Priority 6B	2022-23 All Students 0.00027%	2023-24 All Students 0.0%		2025-26 All Students 0.00%	-0.00027%
3.13	Student Survey Percent of students indicating, "I look forward to coming to school most days." Source: Annual LCAP Survey Priority 6C	March 2024 55% Agree/Strongly Agree	March 2025 57.6% Agree/Strongly Agree		March 2027 70% Agree/Strongly Agree	2.6%
3.14	Parent Survey Percent of parents indicating, "my child looks forward to coming to school most days." Source: Annual LCAP Survey	March 2024 79.7% Always/Often	March 2025 87.3% Always/Often		March 2027 90% Always/Often	7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C					
3.15	Student Survey Percent of students indicating, "the school makes an effort to keep me coming to school and involved in activities." Source: Annual LCAP Survey Priority 6C	March 2024 64% Agree/Strongly Agree	March 2025 72.4% Agree/Strongly Agree		March 2027 85% Agree/Strongly Agree	8.4%
3.16	Parent Survey Percent of parents indicating, "the schools keep me informed of issues, upcoming events, and encourages me to be involved." Source: Annual LCAP Survey Priority 6C	March 2024 91.8% Agree/Strongly Agree	March 2025 93% Agree/Strongly Agree		March 2027 95% Agree/Strongly Agree	1.2%
3.17	Student Survey Percent of students indicating, "teachers make time to discuss grades, academic successes, or areas for improvement with their students and families." Source: Annual LCAP Survey Priority 6C	March 2024 80.6% Agree/Strongly Agree	March 2025 81.6% Agree/Strongly Agree		March 2027 90% Agree/Strongly Agree	1%
3.18	Parent Survey	March 2024	March 2025		March 2027	4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of parents indicating, "teachers make time to discuss grades, academic successes, or areas for improvement with their students and families." Source: Annual LCAP Survey Priority 6C	73.5% Always/Often	78% Always/Often		90% Always/Often	
3.19	Student Survey Percent of students indicating, "the school has a positive school climate." Source: Annual LCAP Survey Priority 6C	March 2024 62.5% Agree/Strongly Agree	March 2025 70% Agree/Strongly Agree		March 2027 85% Agree/Strongly Agree	7.5%
3.20	Daily tardy rate per pupil (Elementary) Source: Student Informational System Priority 8	May 2024 4.06	May 2025 4.44		May 2027 2.0	0.38
3.21	Early-out daily rate per pupil (Elementary) Source: Student Informational System Priority 8	May 2024 3.91	May 2025 0.89		May 2027 2.0	-3.01
3.22	Chronic Absenteeism Rate Source: CA Dashboard Priority 5B	2023 CA Dashboard All Students: 13.6% ELs: 11.7%	2024 CA Dashboard All Students: 7%		2026 CA Dashboard All Students: 9.6%	All Students: -6.6% ELs: -5.9% Long Term ELs: -10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long Term ELs: 18.6% Homeless: 22.3% SEDs: 14.3% SWDs: 17.7% Hispanics: 13.4% Browning Rd. STEAM Academy: All Students: 13.1% ELs: 9.8% Long Term ELs: N/A Homeless: 23.9% SEDs: 13.3% SWDs: 10.5% Hispanics: 13.2% Horizon Elementary School: All Students: 9.9% ELs: 7.7% Long Term ELs: N/A Homeless: 10.6% SEDs: 10.7% SWDs: 12% Hispanics: 10%	ELs: 5.8% Long Term ELs: 8.5% Homeless: 11.6% SEDs: 7.3% SWDs: 15.3% Hispanics: 6.7% Browning Rd. STEAM Academy: All Students: 9.2% ELs: 8.5% Long Term ELs: 16.7% Homeless: 13.7% SEDs: 9.6% SWDs: 19.7% Hispanics: 9.3% Horizon Elementary School: All Students: 4% ELs: 1.3% Long Term ELs: N/A Homeless: 7% SEDs: 4% SWDs: 12.5% Hispanics: 4%		ELs: 8.7% Long Term ELs: 8% Homeless: 19% SEDs: 10% SWDs: 15% Hispanics: 9.6% Browning Rd. STEAM Academy: All Students: 9.6% ELs: 8.7% Long Term ELs: 8% Homeless: 19% SEDs: 10% SWDs: 15% Hispanics: 9.6% Horizon Elementary School: All Students: 9.6% ELs: 8.7% Long Term ELs: 8% Homeless: 19% SEDs: 10% SWDs: 15% Hispanics: 9.6%	Homeless: -10.7% SEDs: -7% SWDs: -2.4% Hispanics: -6.7% Browning Rd. STEAM Academy: All Students: -3.9% ELs: -1.3% Long Term ELs: N/A Homeless: -10.2% SEDs: -3.7% SWDs: 9.2% Hispanics: -3.9% Horizon Elementary School: All Students: -5.9% ELs: -6.4% Long Term ELs: N/A Homeless: -3.6% SEDs: -6.7% SWDs: 0.5% Hispanics: -6%
3.23	Student Survey (McFarland High School Early College) Percent of students indicating, "the school makes an effort to keep	March 2024 56.5% Agree/Strongly Agree	March 2025 72.6% Agree/Strongly Agree		March 2027 85% Agree/Strongly Agree	16.1% Agree/Strongly Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	me coming to school and involved in activities." Source: Annual LCAP Survey Priority 6C					
3.24	Student Survey (McFarland High School Early College) Percent of students indicating, "the school has a positive school climate." Source: Annual LCAP Survey Priority 6C	March 2024 52.2% Agree/Strongly Agree	March 2025 67% Agree/Strongly Agree		March 2027 85% Agree/Strongly Agree	14.8% Agree/Strongly Agree
3.25	Average Class Average Size by Elementary School (K-6)	May 2025 Horizon Elementary School: 26.53 Students Kern Avenue Elementary School: 25.24 Students Browning Rd. STEAM Academy: 25.41 Students			May 2027 Horizon Elementary School: 25 Students Kern Avenue Elementary School: 24 Students Browning Rd. STEAM Academy: 24 Students	N/A-New Metric
3.26	# of Combo Classes K-6	May 2025 Browning Rd STEAM Academy: 2			May 2027 Browning Rd STEAM Academy: 0	N/A-New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kern Avenue Elementary: 1 Horizon Elementary School: 1			Kern Avenue Elementary: 0 Horizon Elementary School: 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.

The District made considerable strides in carrying out our planned actions while also adjusting to emerging needs and challenges throughout the school year.

Action 3.1 – Support Staff
Each school site designated bilingual staff to provide translation services and language support, ensuring non-English speaking families could engage meaningfully in their children's education. These team members played a pivotal role in breaking down language barriers, enabling families, particularly Spanish-speaking and newcomer households; to access information, participate in school events, and contribute input to decision-making processes.
Translation support was provided during IEP meetings, LCAP engagement sessions, DELAC meetings, and Parent University courses. Flyers, digital notifications, and surveys were translated into families' primary languages. Parent liaisons and bilingual aides helped facilitate outreach and relationship-building with multilingual families.

Successes:
Parent and student feedback indicated steady improvements in communication, engagement, and school climate, with slightly increased participation in DELAC meetings and more parents and students expressing satisfaction with school involvement and support.

Challenges:
Parent participation in LCAP input activities showed a slight decline, with persistent gaps in feedback from families of students with disabilities and modest decreases in graduation rates for Homeless and SWD students, highlighting areas for targeted improvement.

Action 3.2 – Family Nights
To strengthen school-home partnerships and deepen family engagement, all elementary school sites hosted Parent Institute for Quality Education (PIQE) workshops, while also organizing Parent Cafés throughout the school year. These efforts were designed to create welcoming spaces for dialogue, learning, and collaboration between families and school staff. At the secondary level, Career Days invited

parents to engage alongside students in exploring postsecondary pathways, including college, technical training, and the trades. PIQE workshops were offered at all elementary schools, maintaining consistency with the previous year (4 total courses). Parent Cafés created informal opportunities for families to connect with support staff and learn about student services, such as counseling, attendance, and academic intervention. Career Days engaged both parents and students in sessions featuring guest speakers, local employers, and hands-on activities focused on future readiness.

Successes:
Positive trends in parent and student perception suggest that structured events like Career Days and relationship-based efforts such as Parent Cafés are fostering greater trust, engagement, and a more supportive school climate.

Challenges:
A decline in overall parent survey participation and continued high absenteeism rates among homeless and SWD students indicate a need for more targeted outreach, improved accessibility, and focused engagement strategies for high-needs families.

Action 3.3 – Enrichment
To expand access to hands-on, future-ready learning, the District launched two VEX Robotics sections at the high school and one section at the junior high. These courses provided students with opportunities to apply engineering and coding skills through competitive robotics. Additionally, MakerSpace labs were established at both Browning Rd. STEAM Academy and Horizon Elementary, enabling students to engage in project-based learning with access to tools such as 3D printers, design software, and STEAM manipulatives. The Expanded Learning Program (ELP) continued to offer enrichment activities for grades K–6, providing structured academic and creative experiences during afterschool hours. Robotics courses were staffed with trained instructors and aligned with VEX curriculum, emphasizing collaboration, problem-solving, and competition readiness. MakerSpace labs were furnished with age-appropriate materials and integrated into schoolwide STEAM events and classroom extension projects. The ELP operated consistently at all elementary sites, with clubs and activities in literacy, STEM, arts, and physical fitness.

Successes:
Student engagement and perceptions of school climate improved overall, with notable gains at the secondary level where hands-on learning opportunities like robotics have strengthened student connectedness.

Action 3.4 – Performing Arts
To promote arts education and cultural enrichment, each elementary school sustained one band section, while the junior high offered three and the high school supported five. These music programs provided students with structured instruction, ensemble experience, and opportunities for public performance through winter and spring music festivals. In parallel, Folklorico dance programs were offered after school at all K–8 sites, delivering culturally affirming experiences that connected students and families to the community through tradition and the arts. Band programs were staffed with credentialed music teachers, and instruments were maintained and rotated to ensure equitable access. Student musicians performed in school and district-level concerts, as well as community music festivals. Folklorico programs included weekly rehearsals and culminated in seasonal performances open to families and the public, often tied to cultural holidays and school events.

Successes:

Student and parent survey responses reflected increased engagement and school connectedness, with cultural events like Folklorico performances contributing to stronger community ties and a greater sense of belonging and motivation among students.

Challenges:
Transportation and scheduling constraints limited participation in Folklorico for some families, particularly those with siblings in multiple schools. High school band participation data suggest a need to increase outreach to underrepresented student groups, including English Learners and students with disabilities.

Action 3.5 – Sports
To support student health, engagement, and social-emotional growth, the District provided comprehensive athletic opportunities for all grade levels. Elementary students were offered six different sports throughout the year, with inclusive participation, every student who signed up was able to play. Students in grades 7–12 accessed a full athletic program, fostering teamwork, leadership, and physical development through interscholastic competition and structured training. Elementary sports were organized by season and offered after school, covering sports such as soccer, basketball, volleyball, and track. Secondary athletics maintained year-round offerings across multiple sports, with coaching staff and support personnel in place. All participating students received access to uniforms, equipment, and transportation as needed.

Successes:
Student engagement and perceptions of school climate improved overall, with particularly strong gains at McFarland High School Early College, suggesting that access to athletic programs plays a key role in enhancing school connectedness at the secondary level.

Challenges:
Participation among certain subgroups, including foster youth and students with disabilities, remained low, indicating a need for targeted outreach and adaptive sports opportunities. While transportation was provided, scheduling conflicts and limited late buses impacted some students' ability to consistently participate, especially in rural areas.

Action 3.6 – Communication
To improve parent and community engagement, the District enhanced its communication infrastructure through the implementation of ParentSquare, a unified platform for school-to-home messaging. In parallel, the District partnered with Nichols Strategies, a communications consultancy, to provide site leaders with training and strategic guidance on best practices for clear, timely, and inclusive messaging. ParentSquare was rolled out at all sites, enabling schools to send announcements, event reminders, and emergency updates via text, email, and app notifications in families' preferred languages. Site administrators received coaching from Nichols Strategies on audience targeting, tone consistency, and leveraging multimedia for family outreach. Staff were supported in aligning communication efforts with school goals, LCAP engagement, and key events such as parent conferences and LCAP input sessions.

Successes:
Family and student perceptions of communication and support improved, with parents feeling more informed and engaged and students recognizing greater teacher involvement, though overall parent participation in LCAP input declined slightly despite translated outreach efforts.

Challenges:
Despite enhanced tools, survey and meeting participation declined slightly, suggesting a need to better engage families beyond passive messaging.
Some parents reported difficulty accessing the full range of ParentSquare features due to digital literacy gaps or device limitations. Site leaders required differentiated coaching, especially those in smaller schools or with large non-English speaking populations.

Action 3.7 – Parent Training
Elementary schools deepened family engagement efforts by hosting PIQE (Parent Institute for Quality Education) workshops and organizing multiple Parent Cafés throughout the year. These initiatives were designed to train and empower parents with tools to support their children's academic journey, strengthen family-school partnerships, and foster a welcoming school climate. Each elementary site hosted a PIQE course aligned to parent-identified priorities, such as supporting learning at home, understanding school systems, and building routines for academic success. Parent Cafés were held throughout the year, offering informal forums where parents could connect with site leadership, receive updates on academic programs, and participate in bilingual discussions around student well-being and academic growth. Events were held in the evenings or during flexible hours to accommodate working families, with translation and childcare provided when possible.

Successes:
Parent and student perceptions of school climate and engagement improved, reflecting the positive impact of relational, in-person engagement opportunities in fostering trust and stronger academic partnerships.

Challenges:
Overall survey participation declined, highlighting the need to better connect in-person engagement to formal feedback processes and address persistent barriers faced by families of students with disabilities, newcomers, and migrant communities.

Action 3.8 – Parent Participation
To enhance parent participation across all elementary campuses, the District implemented a consistent schedule of PIQE sessions and Parent Cafés. These events were designed to empower families with knowledge and tools to support their children’s education, while also creating spaces for open dialogue and collaboration between parents and school staff. The goal was to increase both the quantity and quality of parent participation in school life. Every elementary school hosted at least one PIQE course and multiple Parent Cafés during the year. Sessions included topics such as supporting learning at home, understanding school expectations, and navigating academic transitions. Translation services and flexible scheduling supported access for working parents and non-English-speaking families.

Successes:
Parent and student feedback reflected stronger connections with schools, marked by improved perceptions of communication, involvement, and student engagement.

Challenges:
While event participation remained strong, the drop in formal LCAP survey responses suggests a disconnect between in-person engagement and structured feedback collection.

Action 3.9 – Family Resource Center (FRC)
To remove barriers to student learning and promote family well-being, the District staffed its Family Resource Center (FRC) with four full-time team members.
The FRC connected families to essential services and distributed emergency food baskets, household cleaning supplies, laundry products, and gas cards to alleviate financial stress. These supports were designed to stabilize home environments and increase parent capacity to participate in their child's education.
FRC team members served as a hub for outreach and case management, referring families to community agencies, district programs, and crisis supports.
Essential supplies were distributed based on need, with priority given to families of unduplicated pupils and those flagged for attendance or housing instability concerns. The FRC also collaborated with school sites to link parents to workshops, IEP support, and educational events.

Successes:
Parent perceptions of school communication and support continued to improve, reflected in increased satisfaction and a stronger sense of student engagement. English learner family involvement also rose slightly, while attendance gains and reductions in chronic absenteeism among high-needs students suggest positive impacts from these engagement efforts.

Challenges:
Despite expanded outreach efforts through the Family Resource Center, overall parent survey participation declined, and feedback from families of students with disabilities remains absent. This highlights a need for stronger integration between support services and formal engagement opportunities like Parent Cafés and LCAP sessions.

Action 3.11 – Community Events
To build stronger school-community relationships and celebrate cultural identity, all K–12 schools participated in a series of inclusive events such as Trunk-O-Treat, Christmas parades, and Cinco de Mayo celebrations. These events engaged families, staff, and community members while highlighting the District's commitment to cultural recognition and family connectedness. Schools were supported with float materials, decorations, and costumes to ensure vibrant and representative participation. Each school site contributed to at least one parade or celebration, with student, staff, and family participation encouraged. Events were widely advertised through ParentSquare, flyers, and school websites, with multilingual communications used to ensure inclusive access. The District provided centralized support for logistics, including supplies and coordination for transportation and safety.

Successes:
Parent and student perceptions of school climate and connectedness improved, supported by cultural events that affirmed student identity and fostered community pride, especially in multilingual settings, with strong staff and leadership involvement reinforcing a sense of unity.

Challenges:
Although many sites saw strong participation, some faced challenges with volunteer coordination and materials. Declines in formal LCAP input suggest informal engagement didn't consistently lead to governance feedback, highlighting the need for more inclusive outreach to foster youth and families of students with disabilities.

Action 3.12 – SARB (Student Attendance Review Board)

To address chronic absenteeism and promote regular school attendance, each school site conducted bimonthly Attendance Review Team (ART) meetings to monitor student attendance data and coordinate early interventions. Additionally, schools supported School Attendance Review Board (SARB) conferences with families by providing printed and digital resources to clarify expectations, outline supports, and foster collaborative problem-solving. ART meetings were held every other month at each site, with a focus on identifying attendance trends, reviewing individual student cases, and implementing tiered interventions. SARB conferences engaged parents and students in structured conversations about attendance barriers, offering referrals to district services such as the Family Resource Center and counseling. Communication materials were translated and distributed through ParentSquare, email, and printed packets to ensure accessibility for all families.

Successes:
The District saw a clear drop in chronic absenteeism and improvements in student engagement, with survey data indicating better school climate and involvement. These results point to the positive impact of regular ART meetings and consistent SARB follow-up in re-engaging students across multiple subgroups.

Challenges:
Participation in formal parent input mechanisms declined, suggesting a potential gap between attendance-focused outreach and broader family engagement in district planning efforts.

Action 3.13 – Incentives
As part of each site's attendance improvement plan, the District implemented incentive programs to promote consistent attendance and reduce chronic absenteeism. These included rewards such as certificates, class celebrations, raffle entries, and recognition assemblies designed to encourage positive attendance habits and foster a school culture of engagement and accountability. All schools developed and executed monthly and quarterly incentive structures tailored to their student populations. Recognitions were aligned with district-wide attendance benchmarks and included both individual and group acknowledgments. Communication about attendance incentives was shared via ParentSquare and classroom messaging apps to ensure families were informed and engaged.

Successes:
Chronic absenteeism declined across nearly all student groups, while student surveys reflected improved perceptions of school climate and involvement, indicating that positive reinforcement strategies effectively supported attendance and student connectedness.

Challenges:
Some schools faced challenges maintaining incentive programs due to limited funding, and noted that incentives alone were insufficient for students dealing with structural barriers, highlighting the need for additional wraparound supports, especially in schools serving foster and homeless youth.

Action 3.15 – Communication
To strengthen communication with families about student attendance, the District implemented the School Status Attend platform (formerly A2A). This system automatically generated friendly, timely, and informative messages to parents regarding absences and attendance trends. The goal was to improve transparency, support early intervention, and encourage parent collaboration in promoting daily attendance. The platform was configured to deliver personalized messages via text, email, and phone in the family's preferred language. Messages

included reminders, alerts about unexcused absences, and recognition for improved attendance patterns. School administrators used the platform's dashboard to track communication history and align follow-up with Attendance Review Team (ART) meetings and SARB interventions.

Successes:
Improved communication between schools and families played a key role in reducing chronic absenteeism and strengthening engagement, as reflected in increased parent satisfaction and more positive student perceptions of school climate and involvement.

Challenges:
While the communication platform expanded outreach, gaps remained for families with limited digital access, and effectiveness was reduced without personalized follow-up; this contributed to a decline in formal parent input despite increased messaging efforts.

Implementation Challenges:
None

Modified Implementations:

Action 3.10 – PBIS
Due to scheduling constraints, elementary staff were unable to attend planned PBIS training. However, each elementary site implemented a PBIS reward system. Two schools have applied for state PBIS recognition, demonstrating strong progress toward positive behavior support.

Action 3.16 – Extended Learning
Staffing shortages limited the full rollout of extended learning programs. Still, the District successfully hosted 10 Saturday School sessions and offered a 4-week summer school program to reinforce academic learning.

Non-Implemented Actions:

Action 3.14 – Training
Planned attendance clerk training was not secured. The District will explore attendance workshops offered by the County Office of Education for early implementation next year.

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.

Goal 3 did have material differences between budgeted and estimated actual expenditures.

The District spent less than budgeted in several actions due to implementation shifts, reclassification of expenditures, and project timing:

Action 3.8 – Parent Participation: Although $54,143.39 was budgeted, only $8,461.02 in LCFF funds were used, as other funding sources were utilized to support this action.
Action 3.11 – Community Events: Although $16,304.90 was budgeted, only $8,969.25 in LCFF funds were spent, as each site was unable to fully utilize the allocated funds for this action.
Action 3.12 – Student Attendance Review Board: Of the $43,547.97 allocated, only $13,302.93 in LCFF funds were spent due to lower-than-expected teacher participation in Student Attendance Review Board meetings.

The District spent more than was budgeted on the following actions:
Action 3.6 – Communication: Expenditures exceeded the $473,550.00 budget by $352,918.50, primarily due to the upgrade of school marquees at the Junior High School, High School, and Learning Center.

These differences did not materially affect the delivery of services associated with Goal 3.

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

Our analysis of metrics and outcomes revealed that the implementation of actions for Goal 3 yielded varying levels of effectiveness, as shown by both quantitative data and qualitative indicators.

Actions 3.1 – Support Staff, 3.9 – Family Resource Center, 3.10 – Positive Behavioral Interventions and Supports, and 3.12 – Student Attendance Review Board
These actions have been effective in strengthening the District's Student Support & Services systems. Evidence of this includes a 2.6% increase in students reporting that they look forward to attending school and an 8.4% improvement in students who feel that their school makes an effort to encourage their attendance (from 64% to 72.4%) (Metric 3.13). These outcomes demonstrate that supports like SARB, wellness staff, and the FRC are successfully fostering a more supportive and engaging school environment. Additionally, metric 3.22 shows that our EL Chronic absenteeism went from 11.7% in 2023 to 5.8% in 2024.

Actions 3.3 – Enrichment, 3.4 – Performing Arts, 3.5 – Sports, and 3.16 – Extended Learning
The District's Academic & Enrichment Programs significantly contributed to improved student attendance and engagement. These actions helped produce a 6.6% decrease in chronic absenteeism (Metric 3.22), suggesting that students are more motivated to attend school when provided with relevant, creative, and physical learning opportunities beyond the core academic day.

Actions 3.2 – Family Nights, 3.11 – Community Events, and 3.8 – Parent Participation
These efforts effectively enhanced Family and Community Engagement. Student surveys revealed a 7.5% increase in those who feel their school has a positive climate (Metric 3.19). Events like Family Nights, cultural celebrations, and parent-involved activities have clearly created more inclusive, welcoming environments where students and families feel respected and connected.

Actions 3.7 – Parent Training and 3.14 – Training
Parent education initiatives demonstrated strong effectiveness. Ninety-three percent (93%) of parents stated that schools keep them informed and encourage their involvement, an increase of 1.2% from the prior year (Metric 3.16). Moreover, the reduction in chronic

absenteeism from 13.6% to 7% indicates that parents are more empowered and prepared to support their children's school attendance and engagement (Metric 3.22).

Actions 3.6 – Communication and 3.15 – Communication
Improved communication systems and practices have had a measurable impact. Both students and parents reported greater satisfaction with how schools engage in meaningful conversations about academic progress. This reflects enhanced two-way communication, leading to stronger partnerships and better-informed educational support systems. Improvements in family perceptions were evident in the 2025 parent survey: 93% of parents agreed that schools keep them informed and encourage involvement (up from 91.8%). 78% of parents reported that teachers make time to discuss student progress (up from 73.5%). Student perception of engagement and support also improved, with 81.6% agreeing that teachers communicate with them about academic progress (up from 80.6%). Additionally, Metric 3.22 shows that our chronic absentee rates from 2023 to 2024 decreased from 13.6% to 7% for All Students, 11.7% to 5.8% for ELs, 22.3% to 11.6% for Homeless, and 14.3% to 7.3% for 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.

Based on our analysis, here are the planned adjustments for the 2025-26 LCAP:

Metrics Modifications:
Metrics 3.23 and 3.24 were added to accurately assess the impact and effectiveness of Action 3.17.
Metric 3.25 and 2.26 was added to accurately assess the impact and effectiveness of Action 3.18.

Actions Modifications:
Actions 3.3 and 3.16 - Expanded Learning Programs have been identified as LREBG actions. Expanded learning programs are considered research-based interventions under the Every Student Succeeds Act (ESSA). ESSA emphasizes the use of evidence-based practices, and expanded learning programs, which include before- and after-school programs and summer learning opportunities, can have a positive impact on student success. Monitoring of these actions will occur using attendance rates, chronic absenteeism, and student/parent/staff climate and engagement surveys.

Action 3.17 – Class Size has been added following a review of Action 1.10. Because the activity aligns more closely with the objectives of Goal 3, it has been reclassified and incorporated into Goal 3 as Action 3.17, strengthening our efforts to improve student engagement and school climate.
Action 3.18 – Class Sizes Elementary was added to reduce class sizes by assigning four additional teachers at the elementary school sites. This decision was based on ongoing analysis of student performance data and educational partner feedback indicating the need for more targeted instructional time and individualized support, particularly in early grades. By lowering class sizes below the required threshold, the District aims to improve instructional quality and increase student engagement. Smaller class sizes foster stronger student-teacher relationships, enhance classroom management, and create more opportunities for differentiated instruction, all of which are essential to accelerating academic growth and closing performance gaps. Additionally, the additional staffing will allow the district to avoid the need for

combination classes. Combination classes make it harder on students and staff to adjust to multiple grade level curriclum during the day. By eliminating the need, allows teachers and students to focus on the required standards of a single grade level.

Expected Outcomes:
None

These modifications align with our effectiveness analysis and implementation experiences fro the current school year.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support Staff	The District will provide 6-7 support staff members to improve parent engagement/communication resulting in improved access to various school and community resources.	$478,712.47	Yes
3.2	Family Nights	School sites will provide extra duty pay and materials for multiple (3-4 per year) themed family nights to engage parents, students, and community with the each school site.	$6,500.00	Yes
3.3	Enrichment	The District will utilize LCFF Base, Supplemental, and Concentration funds for salaries and provide learning resources, including VEX Robotics (with two coaches), MakerSpaces, Expanded Learning Program afterschool program (with 24-27 leads), and FAB Labs. These initiatives aim to enhance student enrichment and foster a strong connection between students and their schools. This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. McFarland Unified School District will implement a robust student enrichment initiative to foster school connectedness, improve student engagement, and provide academic and creative supports	$2,730,766.24	Yes

Action #	Title	Description	Total Funds	Contributing
		beyond the traditional school day. These efforts specifically aim to support students most impacted by the COVID-19 pandemic, including English Learners (ELs), Students with Disabilities (SWDs), Homeless, and Socioeconomically Disadvantaged (SED) students, as identified in the district's LREBG Needs Assessment. Through this action, the district will: -Provide after-school academic tutoring and drama programs designed to deepen student learning, boost confidence, and enhance expression -Fund the transformation of the city library into a dedicated afterschool student center, offering a welcoming space for academic support, collaboration, and enrichment activities -Expand access to hands-on, project-based learning opportunities that promote creativity and meaningful engagement Research Base: This action aligns with Tier 1 evidence-based practices described in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Research from the Afterschool Alliance, Learning Policy Institute, and RAND Corporation shows that high-quality enrichment programs: -Improve academic performance and engagement -Reduce chronic absenteeism and behavioral incidents -Increase school attachment, particularly for underserved student populations -Furthermore, transforming community spaces such as libraries into student hubs supports positive youth development, access to safe learning environments, and whole-child well-being. Monitoring Metrics: The district will evaluate the impact of this enrichment action using: -Attendance rates (overall and disaggregated by subgroup) -Chronic absenteeism and attendance data -Student/parent/staff climate and engagement surveys -Suspension and high school graduation rates		

Action #	Title	Description	Total Funds	Contributing
		Funding Details: This action is supported by $2,275,000 in LREBG funds, which will be used to: -Operate after-school drama and academic tutoring programs -Provide materials, staff time, and infrastructure upgrades for enrichment programming -Fund the renovation and development of the city library as a student center		
3.4	Performing Arts	The District will provide salaries (2 music teachers and stipends) and supplies to support a K-12 performing arts program as a source of connectivity between educational partners and school sites.	$706,236.89	Yes
3.5	Sports	The District will provide salaries for staff members, encompassing 66 athletic coach stipends, 1 Athletic Director, 2 Athletic Trainers, 1 after-school Sports Coordinator, and two clerical positions. Additionally, equipment, travel expenses, and supplies will be furnished to support K-12 athletic programs, fostering connectivity between educational partners and school sites.	$2,508,290.39	Yes
3.6	Communication	The District will provide signage, public relations consulting, and training for administrators to ensure multiple methods of positive communication to parents, students, and community.	$248,778.00	Yes
3.7	Parent Training	The District will provide consultant contracts and extra duty pay to deliver multiple training opportunities such as Parent University, PIQE, and Parenting Partners for staff and community to improve parent engagement.	$32,960.36	Yes
3.8	Parent Participation	The District will provide supplies and materials in order to offer multiple opportunities for educational partners participation at each campus including, but not limited to DELAC Meetings, ELAC Meetings, Open	$61,751.15	Yes

Action #	Title	Description	Total Funds	Contributing
		House, Parent Teacher Conference, Back to School Night, LCAP input meetings Meetings, and Parent Committees.		
3.9	Family Resource Center	The District will provide salaries (4 staff members) and supplies to the Family Resource Center to support our struggling families to build parent, family and community partnerships.	$382,521.75	Yes
3.10	Positive Behavioral Interventions and Supports (PBIS)	The District will provide salaries (extra duty pay), supplies, and training to develop and implement PBIS as at three elementary sites.	$47,919.96	Yes
3.11	Community Events	The District will facilitate school participation in community events such as the Christmas and Cinco de Mayo parades by providing supplies/materials for floats, decorations, costumes and/or other related materials.	$26,100.00	Yes
3.12	SARB (Student Attendance Review Board)	The District will provide extra duty pay for teachers and substitute coverage, along with supplying essential materials for bi-monthly School Attendance Review Team (SART) and Student Attendance Review Board (SARB) sessions, prioritizing attendance issues, particularly for chronically absent students.	$29,314.38	Yes
3.13	Incentives	The District will provide supplies to implement student attendance improvement incentive plans at each site.	$106,123.00	Yes
3.14	Training	The District will provide extra duty pay to attendance clerks to participate in training sessions aimed to reduce chronic absenteeism, truancy, and improve overall attendance rates.	$13,124.26	Yes
3.15	Communication	The District will provide extra duty pay and supplies for student support personnel to implement school plans aimed to increase and improve school/parent communication. In addition, the District will contract the	$65,594.05	Yes

Action #	Title	Description	Total Funds	Contributing
		parent communication system, Attention 2 Attendance (A2A), in order to engage families in a constructive/educational manner on attendance.		
3.16	Extended Learning	The District will offer extended learning opportunities such as Saturday School (5 to 7 teachers per site), Winter Academy (7 to 14 teachers per site), Spring Academy (5 to 7 teachers per site), Evening Credit Recovery (3 to 5 teachers), supplemental 3rd Party Tutoring (300-500 students based on data/need). This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. McFarland Unified School District will offer a comprehensive summer school program designed to accelerate student learning and mitigate learning loss resulting from the COVID-19 pandemic. The program will serve students in grades K–12 with an emphasis on unduplicated student groups, including English Learners (ELs), Students with Disabilities (SWDs), and Socioeconomically Disadvantaged (SED) students, groups identified in the district's LREBG Needs Assessment as demonstrating persistent academic gaps in ELA and Math. LREBG funds totaling $65,000 will be used to support: -Salaries for eight summer school teachers (four elementary, four secondary) -Instructional materials and curriculum resources tailored to grade-level acceleration in ELA, Math, and other core subjects The summer program will focus on re-teaching priority standards, reinforcing foundational skills, and providing engaging, high-impact instruction to help students begin the school year at or near grade level. Research Base: This action is aligned with Tier 1 evidence-based practices identified in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Research from the Wallace Foundation, RAND Corporation, and National Summer Learning Association demonstrates that well-structured summer learning programs with certified teachers, aligned curriculum, and small class sizes can significantly improve student	$480,825.44	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes, particularly when programs are sustained over multiple summers and are tied to district instructional priorities. Monitoring Metrics: The district will monitor the effectiveness of this summer learning action using: -Student attendance and graduation rates -Student/parent/staff climate and engagement surveys -Subgroup chronic absenteeism rates, particularly for EL, SWD, and SED students Funding Details: This action is supported by $65,000 in LREBG funds, which will cover: -Salaries for eight teachers (summer instructional staff) -Instructional materials and curriculum tools aligned with summer learning objectives This action directly supports McFarland USD's learning recovery priorities by expanding instructional time and targeting services to those most impacted by the pandemic. It aligns with Goal 1 and Goal 2, and reinforces the district's commitment to equity and evidence-based acceleration strategies.		
3.17	Class Size	The District will provide an extra physical education teacher in order to have lower class sizes than required in order to maximize student engagement.	$163,242.27	Yes
3.18	Class Size Reduction-Elementary	The District will hire four additional teachers to Browning Rd. STEAM Academy, Kern Avenue Elementary, and Horizon Elementary to eliminate combination (combo) classes. This action will enhance instructional quality by allowing each teacher to concentrate on a single grade level, ensuring lessons are better aligned to developmental needs. Removing combo classes will also enable more focused, individualized support and foster stronger student-teacher relationships. These improvements contribute to	$456,954.40	Yes

Action #	Title	Description	Total Funds	Contributing
		more cohesive and engaging classroom environments, directly supporting academic achievement and school connectedness for unduplicated students who benefit most from structured, responsive instruction.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	MUSD will provide a safe, well-maintained, healthy, and supportive environment for all educational partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to Maslow's hierarchy of needs in psychology, ensuring that students feel safe and secure is fundamental to their overall well-being and ability to learn effectively. This sense of safety extends beyond physical safety to encompass emotional and psychological security as well. It is essential for students to feel protected not only within the confines of the classroom but also within the broader learning environment, including school facilities and grounds.

School facilities play a crucial role in creating and maintaining this sense of safety and security for students. By providing clean, well-maintained, and adequately equipped spaces, schools can contribute significantly to fostering a positive learning environment. Comfortable classrooms, well-stocked libraries, functional laboratories, and inviting common areas all contribute to creating a space where students feel supported and empowered to engage fully in their academic pursuits.

Moreover, safe and conducive school facilities support a holistic approach to education that acknowledges the diverse needs of students. Beyond academics, schools should also prioritize the social and emotional well-being of students. Safe spaces within the school environment can facilitate positive social interactions, encourage collaboration, and provide opportunities for students to develop important life skills such as resilience and empathy.

In addition to physical safety and comfort, it's crucial to address the mental health needs of students. Overwhelming feedback from both parents, students, and staff indicates a strong desire for additional mental health support within the school environment. Providing access to counselors, psychologists, and other mental health professionals can help students navigate the challenges they face and ensure they receive the support they need to thrive academically, socially, and emotionally.

In summary, school facilities play a vital role in creating a safe, supportive, and inclusive learning environment where students can flourish academically, socially, and emotionally. By prioritizing the safety and well-being of students and addressing their diverse needs, schools can create an environment conducive to optimal learning and growth.

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 facilities rated "Good" on most recent "FIT" Source: FIT Report Priority 1C	23-24 FIT Reports LEA: 98.26% "Overall Average" BRSA: 99.14% "Exemplary" KA: 98.65% "Good" HE: 98.75% "Good" MJHS: 97.85% "Good" MHSEC: 96.66% "Good" MLC: 98.53% "Good"	24-25 FIT Reports LEA: 98.62% "Overall Average" BRSA: 99.14% "Exemplary" KA: 98.65% "Good" HE: 98.75% "Good" MJHS: 100% "Good" MHSEC: 96.66% "Good" MLC: 98.53% "Good"		26-27 FIT Reports LEA: 99% "Overall Average" BRSA: 100% "Exemplary" KA: 100% "Exemplary" HE: 100% "Exemplary" MJHS: 100% "Exemplary" MHSEC: 100% "Exemplary" MLC: 100% "Exemplary"	LEA: 0.36% BRSA: 0% KA: 0% HE: 0% MJHS: 2.15% MHSEC: 0% MLC: 0%
4.2	Student Survey Percent of students indicating, "the school has a positive school climate." Source: Annual LCAP Survey Priority 6C	March 2024 62.5% Strongly Agree/Agree	March 2025 70% Strongly Agree/Agree		March 2027 85% Strongly Agree/Agree	7.5%
4.3	Parent Survey Percent of parents indicating, "the school is a positive place." Source: Annual LCAP Survey Priority 6C	March 2024 87.9% Strongly Agree/Agree	March 2025 96% Strongly Agree/Agree		March 2027 95% Strongly Agree/Agree	8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Staff Survey Percent of staff indicating, "the school is a positive place to be." Source: Annual LCAP Survey Priority 6C	March 2024 97.7% Strongly Agree/Agree	March 2025 100% Strongly Agree/Agree		March 2027 99% Strongly Agree/Agree	2.3%
4.5	Student Survey Percent of students indicating, "the campus is safe." Source: Annual LCAP Survey Priority 6C	March 2024 63.6% Strongly Agree/Agree	March 2025 73.1% Strongly Agree/Agree		March 2027 90% Strongly Agree/Agree	9.5%
4.6	Parent Survey Percent of parents indicating, "the campus is safe." Source: Annual LCAP Survey Priority 6C	March 2024 90.4% Strongly Agree/Agree	March 2025 92% Strongly Agree/Agree		March 2027 97% Strongly Agree/Agree	1.6%
4.7	Staff Survey Percent of staff indicating, "the campus is safe." Source: Annual LCAP Survey Priority 6C	March 2024 94.1% Strongly Agree/Agree	March 2025 94.4% Strongly Agree/Agree		March 2027 99% Strongly Agree/Agree	0.3%
4.8	Student Survey Percent of students indicating, "schools are	March 2024 36.2% Strongly Agree/Agree	March 2025 39.6% Strongly Agree/Agree		March 2027 75% Strongly Agree/Agree	3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	clean and in good condition." Source: Annual LCAP Survey Priority 6C					
4.9	Parent Survey Percent of parents indicating, "schools are clean and in good condition." Source: Annual LCAP Survey Priority 6C	March 2024 81.6% Strongly Agree/Agree	March 2025 87.8% Strongly Agree/Agree		March 2027 90% Strongly Agree/Agree	6.2%
4.10	Staff Survey Percent of staff indicating, "schools are clean and in good condition." Source: Annual LCAP Survey Priority 6C	March 2024 66.3% Strongly Agree/Agree	March 2025 67.8% Strongly Agree/Agree		March 2027 90% Strongly Agree/Agree	1.5%
4.11	Student Survey Percent of students indicating, "the campus is safe." (MHSEC) Source: Annual LCAP Survey Priority 6C	March 2024 55.5% Strongly Agree/Agree	March 2025 72.4% Strongly Agree/Agree		March 2027 80% Strongly Agree/Agree	16.9%
4.12	Student Survey Percent of students indicating, "the school	March 2024 52.2% Strongly Agree/Agree	March 2025 67% Strongly Agree/Agree		March 2027 80% Strongly Agree/Agree	14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	has a positive school climate." (MHSEC) Source: Annual LCAP Survey Priority 6C					
4.13	Student Survey Percent of students indicating, "they look forward to coming to school." (MJHS) Source: Annual LCAP Survey Priority 6C	March 2024 52.1% Strongly Agree/Agree	March 2025 55.1% Strongly Agree/Agree		March 2027 80% Strongly Agree/Agree	3%
4.14	Student Survey Percent of students indicating, "the school has a positive school climate." (MJHS) Source: Annual LCAP Survey Priority 6C	March 2024 68.9% Strongly Agree/Agree	March 2025 62.6% Strongly Agree/Agree		March 2027 80% Strongly Agree/Agree	-6.3%

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.

The District made considerable strides in carrying out our planned actions while also adjusting to emerging needs and challenges throughout the school year.

Action 4.1 – Support Staff
To ensure safe, welcoming campuses and address the social-emotional needs of students, the District expanded support services by hiring five Student Intervention Mediators and five Trauma Counselors, enhancing its capacity to respond to behavioral, emotional, and attendance-related challenges. In addition, a Safety Consultant was brought on to assess and improve campus safety practices. The District also

implemented the Raptor Technologies Safety Suite, which supports emergency preparedness, visitor management, and real-time response across all school sites. Trauma Counselors provided school-based mental health support, with services ranging from crisis response to behavior coaching. Student Intervention Mediators helped reduce behavioral disruptions and support student reentry plans after discipline or chronic absence issues. The Safety Consultant conducted campus walkthroughs, updated site safety plans, and trained staff on threat response procedures. The Raptor system was used daily to track visitors, screen for flagged individuals, and enhance front-office safety protocols.

Successes:
Perceptions of safety and school climate improved notably among students, parents, and staff, with particularly strong gains observed at McFarland High School Early College, reflecting the impact of enhanced safety measures and counseling supports.

Challenges:
Despite modest gains in cleanliness perception, further efforts are needed to improve overall facility impressions and school climate, especially at the junior high level, alongside consistent implementation of safety protocols and trauma-informed practices.

Action 4.2 – Training
To strengthen staff capacity in supporting student well-being and ensuring campus safety, the District trained over 60 staff members through the Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention program. This training provided essential tools to prevent, de-escalate, and safely manage student behaviors, especially in moments of emotional escalation or crisis, contributing to a safer and more supportive school environment. Participants included classroom teachers, special education staff, site administrators, and classified support personnel across all school levels. The training emphasized early intervention, trauma-informed care, and de-escalation techniques aligned with PBIS frameworks. CPI-certified staff are now strategically placed across school sites to ensure timely and appropriate responses during behavioral incidents.

Successes:
Perceptions of campus safety and school climate improved among students, parents, and staff, reflecting stronger stakeholder confidence in school environments and ongoing efforts to create positive, supportive campuses.

Challenges:
While CPI training had strong initial reach, sustaining and expanding this knowledge across all staff groups will require annual refresher trainings and onboarding for new hires. Some sites still report inconsistent implementation of de-escalation protocols, particularly during peak behavioral seasons (e.g., transitions, post-holiday periods).

Action 4.3 – MTSS
To advance student mental health and emotional well-being, the District successfully hired five school counselors to provide services across all school sites. These counselors delivered individual and group counseling, responded to student crises, and led school-wide initiatives aimed at building emotional resilience, strengthening peer relationships, and cultivating a culture of care. Counselors conducted needs assessments, maintained referral systems, and collaborated with teachers and administrators to support students with social-emotional and behavioral needs. Group sessions focused on topics such as conflict resolution, emotional regulation, and coping skills. Site-wide efforts included classroom push-ins, wellness campaigns, and participation in PBIS and SEL implementation.

Successes:
Student perceptions of school climate and safety improved notably, with emotional support services playing a key role in boosting engagement and reducing absenteeism, especially among high-needs groups. The most significant gains were observed at MHSEC, where dedicated counseling support had a strong impact.

Challenges:
High demand for services, particularly among students experiencing trauma or chronic stress, strained counselor availability at some sites. Coordination of Tier 2 and Tier 3 supports remains a challenge, especially in aligning counseling services with external mental health providers or special education teams.

Action 4.4 – Education
To address rising concerns around student substance use and its impact on well-being and safety, the District successfully implemented substance abuse counseling services for students in need. These targeted interventions were designed to promote healthier decision-making, reduce or eliminate harmful substance use, and support long-term behavioral change. Identified students received individual or small group counseling through school-based referrals, often in collaboration with site administrators, wellness staff, and parents. Counseling sessions focused on prevention, coping strategies, goal-setting, and harm reduction. Services were integrated with broader wellness supports and often paired with academic or behavioral interventions.

Successes:
Student perceptions of safety and school climate improved significantly, particularly at the middle and high school levels, where counseling and wellness supports helped reduce absenteeism and discipline issues. MHSEC experienced the strongest gains, highlighting the impact of targeted interventions for at-risk students.

Challenges:
Stigma around substance use and a limited pool of specialized staff reduced the number of self-referrals or early identifications. Coordination with external agencies was sometimes delayed, limiting the continuum of care for students requiring more intensive treatment or family services.

Action 4.6 – Wellness Center
To enhance access to mental health support and promote emotional resilience, the District established a dedicated wellness space at the high school. This newly renovated environment was designed to provide students with a safe, welcoming, and confidential setting where they could access support from the school's Student Intervention Mediator and Trauma Counselor. The space serves as both a drop-in center and a site for scheduled counseling and wellness programming. The wellness space was strategically located in a central, accessible area of campus and furnished to create a calming, trauma-informed atmosphere. Daily staffing ensured students had access to consistent emotional support and crisis response services. Activities included one-on-one check-ins, group counseling sessions, mindfulness strategies, and coordinated referrals for more intensive services when needed.

Successes:

At McFarland High School Early College, student perceptions of safety and school climate saw the greatest improvements districtwide, largely due to the addition of a dedicated wellness space that reduced stigma, increased emotional support access, and enhanced coordination between support and academic staff.

Challenges:
Initial awareness and utilization varied, with some students hesitant to visit the space due to concerns about confidentiality or missing class time.

Implementation Challenges:
None

Modified Implementations:
None

Non-Implemented Actions:

Action 4.5 – Safety
Due to construction constraints, the District was unable to begin and complete the installation of additional lighting as originally planned. This project is now scheduled to move forward at the start of the next school year.

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.

Goal 4 did have some significant differences between budgeted expenditures and estimated actual expenditures.

The District spent less than budgeted in several actions due to implementation shifts, reclassification of expenditures, and project timing:

Action 4.3 - MTSS: Of the $971,690.49 in federal funds budgeted, $661,000.74 was spent. This variance is primarily due to employing five counselors instead of the seven originally planned.

Action 4.5 – Safety: Only $7,748.19 of the $200,000.00 budget was expended, as the planned safety improvements were not completed during the current school year. The remaining work is scheduled for the following year.

Action 4.6 – Wellness Center: This action was over-budgeted, with only $224,572.18 of the $600,000.00 allocation expected to be spent. The lower cost is due to efficiencies and the gradual rollout of equipment and furnishings.

The District spent more than was budgeted on the following actions:
None. All actions under Goal 4 were completed within or under budget.

These differences did not materially affect the delivery of services associated with Goal 4.

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

Our analysis of metrics and outcomes revealed that the implementation of actions for Goal 4 yielded varying levels of effectiveness, as shown by both quantitative data and qualitative indicators.

The District's integrated approach to student support, encompassing increased support staff (Action 4.1), targeted training (Action 4.2), a structured Multi-Tiered System of Supports (MTSS, Action 4.3), wellness education (Action 4.4), safety enhancements (Action 4.5), and the creation of a high school Wellness Center (Action 4.6), has demonstrated strong effectiveness in improving school climate, safety, and overall student well-being.

Evidence of impact includes:
70% of students now report that their school climate is positive, an increase of 7.5% from the previous year (Metric 4.2). This growth reflects the effectiveness of Tier 1 strategies that promote respect, emotional support, and a sense of belonging across campuses.

Student safety perception at MHSEC rose from 55.5% to 72.4%, marking a 16.9% increase (Metric 4.11). This gain demonstrates the success of new safety protocols, Raptor Technologies implementation, and increased visibility of trauma counselors and intervention staff.

Parent confidence in school climate has also improved significantly. 96% of parents now report that schools are positive environments for their children, up 7.5% from the prior year, highlighting strong communication, transparency, and family-focused outreach (Metric 4.3).

At McFarland High School Early College, where the Wellness Center was piloted, climate and safety gains were the most pronounced, confirming the value of having dedicated spaces for emotional support and early intervention.

These outcomes validate the District's commitment to a whole-child approach, where physical safety, emotional wellness, and inclusive practices are interwoven into daily school operations. The combination of well-trained staff, clear safety systems, and proactive wellness programming has proven to be a sustainable and scalable model for fostering thriving learning environments.

Our analysis of metrics and outcomes revealed that the implementation of actions for Goal 4 yielded varying levels of ineffectiveness, as shown by both quantitative data and qualitative indicators:
None

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

Based on our analysis, here are the planned adjustments for the 2025-26 LCAP:

Metrics Modifications:

Metrics 4.13 and 4.14 were introduced to more effectively track the progress of Action 4.7 – Wellness Center (MJHS). These metrics will offer a clearer picture of how students at McFarland Junior High School feel about attending school and whether they perceive their school environment as positive.

Actions Modifications:
Action 4.1 – Support Staff was revised to include the addition of a second School Resource Officer. This enhancement strengthens campus safety by increasing the officer presence, improving response times in emergencies, and expanding overall supervision. The additional officer also helps build stronger relationships with students, encouraging trust and open communication, while supporting proactive measures such as conflict resolution, safety education, and early intervention and ultimately contributing to a safer, more supportive school environment. In addition, adding a third psychologist to our District is essential to meet the growing mental health and academic support needs of students across all grade levels. This expansion also promotes early identification and support, helping improve student well-being, academic outcomes, and overall school climate.

Action 4.3 – MTSS was revised to correct a clerical error that originally indicated the hiring of seven counselors, when in fact only five were planned. The language in the action has been updated to accurately reflect this correction and ensure consistency with the District's staffing plan and budget. Additionally, Action 4.3 (MTSS) has been identified as an LREBG action. MTSS is a framework that integrates multiple systems and services to address students' academic, behavioral, and social-emotional needs using these evidence-based practices. MTSS is considered an ESSA (Every Student Succeeds Act) research-based framework. The district will evaluate the effectiveness of this MTSS action using student social-emotional well-being surveys, student/parent/staff climate and engagement surveys, and feedback from staff and students regarding school climate and support.

Action 4.6 - Wellness Center (MHS): Last year, there was a significant amount of funding to convert an existing room into a wellness center. The new budget amount is more indicative of the ongoing operational costs of the space. Language for the action has been updated to reflect the continual nature of developing this space.

Action 4.7 – Wellness Center (MJHS) This action was added to expand social-emotional support at McFarland Junior High School. This decision was based on a thorough review of student wellness metrics and valuable input from Educational Partners, including staff, families, and community stakeholders. The data highlighted a growing need for additional mental health and emotional support at the junior high level, where students often face increased social, emotional, and academic pressures. By extending Wellness Center services to this site, the District aims to provide early intervention, accessible counseling, and a safe space for students to address their well-being and ultimately foster a healthier, more supportive school environment.
Expected Outcomes:
None

These modifications align with our effectiveness analysis and implementation experiences fro the current school year.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support Staff	The District will provide supplies and support staff: 7 Student Intervention Mediators, 5 Trauma Counselors, 1 Security Guard, 2 School Resource Officers, 4 Student Affairs Specialist, 24 Yard Aides, a VP of student discipline, 3 additional Psychologists, a Coordinator of Student Services and two extra bus drivers to ensure student safety on and between all campuses.	$4,067,672.04	Yes
4.2	Training	The District will provide extra duty pay and training supplies to attend trainings such as Crisis Prevention Institute (CPI), Restorative Practice, and basic supervision for support staff in order to create safe, healthy, and supportive environments.	$115,500.00	Yes
4.3	MTSS	The District will provide supplies and salaries for 5 counselors and AmeriCorps mentors in order to provide MTSS to serve the social emotional needs of all students, including English Learners, Low-income and Foster Youth. This action is also supported by Learning Recovery Emergency Block Grant (LREBG) funds. The McFarland Unified School District will strengthen its Multi-Tiered System of Supports (MTSS) by expanding access to school-based social-emotional and behavioral interventions. This initiative is specifically designed to address the post-pandemic needs of students who have experienced disengagement, trauma, or chronic absenteeism, issues identified in the district's LREBG Needs Assessment, particularly among English Learners (ELs), Low-Income students, and Foster Youth. Through this action, the district will provide: -Salaries and supplies for five school counselors to deliver Tier 1 and Tier 2 social-emotional supports across multiple sites	$946,690.49	No

Action #	Title	Description	Total Funds	Contributing
		-AmeriCorps mentors to engage students and reinforce school connection -Five additional site-based mentors (funded with LREBG) who will offer year-round relational and behavioral support to students most at risk for disengagement These supports are designed to create a positive school climate, improve school connectedness, and strengthen emotional regulation and executive functioning, particularly for students needing individualized attention. Research Base: This action is based on Tier 1 and Tier 2 evidence-based practices outlined in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Studies from the Collaborative for Academic, Social, and Emotional Learning (CASEL), the National Center on Safe Supportive Learning Environments, and the U.S. Department of Education's MTSS Center show that integrated social-emotional supports: -Improve attendance, behavior, and academic performance -Reduce disciplinary incidents and dropout rates -Increase student engagement and a sense of belonging Furthermore, mentoring programs, especially those embedded in schools, have shown statistically significant effects on increasing resilience and reducing chronic absenteeism (DuBois et al., 2011). Monitoring Metrics: The district will evaluate the effectiveness of this MTSS action using: -Student social-emotional well-being surveys -Student/parent/staff climate and engagement surveys -Feedback from staff and students regarding school climate and support Funding Details: This action is supported by $125,000 in LREBG funds, which will be used to: -Fund five site-based mentors focused on social-emotional development and engagement -Support supplies and resources needed for implementation of MTSS-related programming		

Action #	Title	Description	Total Funds	Contributing
		This action addresses critical social-emotional needs and supports whole-child wellness, directly aligned with McFarland USD's LCAP Goal 4 (Action 3). It reinforces the district's commitment to providing evidence-based, equitable mental health and behavioral support systems that improve both academic readiness and school engagement.		
4.4	Education	The District will provide materials and arrange services for assemblies addressing anti-bullying and substance abuse, as well as other educational programs for both students and staff, with the goal of enhancing the overall campus climate and environment.	$62,485.00	Yes
4.5	Safety	The District plans to enhance safety for elementary school students by installing extra lighting at all elementary school sites.	$200,000.00	Yes
4.6	Wellness Center (MHS)	The District will continue to renovate and update an existing area within the High School to provide a secure and inviting space for students to meet with support staff for social and emotional support.	$60,000.00	Yes
4.7	Wellness Center (MJHS)	The District will renovate an existing area within the McFarland Junior High School that provides a secure and inviting space for students to meet with support staff for social and emotional support.	$950,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	MUSD will improve student engagement to facilitate successful course completion and encourage academics and will ensure students are taught by appropriately credentialed and assigned teachers at San Joaquin High and Independent Schools.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

An analysis of the CA Dashboard shows the graduation rates for San Joaquin High and Independent Schools are far below the graduation rate for the District with San Joaquin High School at 56.3% and McFarland Independent School at 58.8% compared to the District graduation rate of 94.5%. In addition, San Joaquin High School reports 41.4% fully credentialed teachers and 57.7% out of field, while McFarland Independent School has 5% fully credentialed teachers and 39.4% out of field. Both schools exhibit markedly lower percentages of fully credentialed teachers compared to the District average of 74.6% and only 2.2% out of field. After analyzing CA Dashboard data and teaching assignment monitoring outcomes from both San Joaquin and McFarland Independent Schools in collaboration with educational partners, it was determined that hiring two tutors would offer additional support for several reasons. Firstly, by providing supplementary assistance, the District aims to boost attendance and academic support, recognizing the vital role of consistent attendance in academic achievement and progress towards graduation. Secondly, the tutors will prioritize enhancing student engagement, understanding that engaged students are more likely to actively participate in their learning and maintain motivation for success. Ultimately, the goal is to ensure that students successfully complete their courses and increase graduation rates. Through targeted support in attendance and engagement, the District aims to cultivate an academic environment where students can thrive and reach their full potential and the District is dedicated to offering ongoing training personalized to meet the evolving needs of new teachers, enabling them to achieve full credentialing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Math Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard San Joaquin High School All Students: -254.4	2024 CA Dashboard San Joaquin High School		2026 CA Dashboard San Joaquin High School All Students: -154	San Joaquin High School All Students: -21.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		McFarland Independent School All Students: Less than 11 students - no data -177.9 (2022)	All Students: -275.8 McFarland Independent School All Students: Less than 11 students - no data		McFarland Independent School All Students: -105	McFarland Independent School All Students: Less than 11 students - no data
5.2	CAASPP ELA Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard San Joaquin High School All Students: -129.8 McFarland Independent School All Students: -30.3 (2022)	2024 CA Dashboard San Joaquin High School All Students: -142 McFarland Independent School All Students: -30.3 (2022)		2026 CA Dashboard San Joaquin High School All Students: -90 McFarland Independent School All Students: -15	San Joaquin High School All Students: -12.2 McFarland Independent School All Students: 0
5.3	Graduation Rate Source: CA Dashboard Priority 5E	2023 CA Dashboard San Joaquin High School All Students: 56.3% McFarland Independent School All Students: 58.8%	2024 CA Dashboard San Joaquin High School All Students: 70% McFarland Independent School All Students: 88.9%		2026 CA Dashboard San Joaquin High School All Students: 76% McFarland Independent School All Students: 78%	San Joaquin High School All Students: 13.7% McFarland Independent School All Students: 30.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	College and Career Indicator Percent of Students Prepared Source: CA Dashboard Priority 8	2023 CA Dashboard McFarland Independent School All Students: 5.9% Less than 11 students - no individual student groups data San Joaquin High School All Students: 0% Less than 11 students - no individual student groups data	2024 CA Dashboard McFarland Independent School All Students: 5.9% Less than 11 students - no individual student groups data San Joaquin High School All Students: 0% Less than 11 students - no individual student groups data		2026 CA Dashboard McFarland Independent School All Students: 12% San Joaquin High School All Students: 10%	McFarland Independent School All Students: 0% Less than 11 students - no individual student groups data San Joaquin High School All Students: 0% Less than 11 students - no individual student groups data
5.5	Percent of fully credentialed teachers in K-12 grades. Source: Data Quest Priority 1A	San Joaquin High School Fully credentialed teachers 41.4%; Out of Field teachers 57.7%. McFarland Independent School Fully credentialed teachers 5%; Out of Field teachers 39.4%. District Average	San Joaquin High School Fully credentialed teachers 30.3%; Out of Field teachers 69.3%. (22-23) McFarland Independent School Fully credentialed teachers 19.4%; Out of Field teachers 80.6%.		San Joaquin High School Fully credentialed teachers 70%; Out of Field teachers 2%. McFarland Independent School Fully credentialed teachers 50%; Out of Field teachers 10%.	San Joaquin High School Fully credentialed teachers -11.1%; Out of Field teachers 11.6%. (22-23) McFarland Independent School Fully credentialed teachers 14.4%; Out of Field teachers 41.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fully credentialed 74.6%; Out of field 2.2%.	District Average Fully credentialed 73.4%; Out of field 3%.		District Average Fully credentialed 74.6%; Out of field 2.2%	District Average Fully credentialed -1.2%; Out of field 0.8%.

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.

The District made considerable strides in carrying out our planned actions while also adjusting to emerging needs and challenges throughout the school year.

Action 5.1 Instructional Support/Training
To accelerate learning and close opportunity gaps at Equity Multiplier school sites, the District hired two academic tutors to provide direct academic support at San Joaquin High School and McFarland Independent School. These tutors offered consistent one-on-one and small group tutoring, targeting students most in need of academic intervention and re-engagement. Services focused on core subject areas, including math and English language arts, while also supporting students with credit recovery and graduation planning. Tutors collaborated with site administrators, counselors, and classroom teachers to identify students requiring urgent academic support. Academic interventions were delivered during the school day and in extended learning blocks, increasing access for students with chronic absenteeism or learning gaps. Tutoring sessions prioritized skills aligned to CAASPP expectations and course completion milestones tied to graduation and postsecondary readiness.

Successes:
Graduation rates rose substantially at both Equity Multiplier sites, with McFarland Independent exceeding the district average. While academic scores remain below standard, tutoring support has helped stabilize performance, and staffing improvements indicate progress toward long-term instructional consistency and student success.

Challenges:
Despite tutoring efforts, DFS scores declined slightly at San Joaquin, suggesting the need for earlier academic intervention, more time for implementation impact, and deeper alignment with classroom instruction. Out-of-field staffing remains high at both sites, limiting the systemic instructional improvements needed to complement tutoring. Small enrollment and subgroup sizes limit data visibility, requiring greater use of local formative assessments to monitor growth.

Action 5.2 Supplemental Supplies/Materials

To support equitable access to academic content and learning opportunities at Equity Multiplier school sites, the District implemented Action 5.2: Supplemental Supplies and Materials. This action ensured that students at San Joaquin High School and McFarland Independent School had access to necessary instructional resources beyond what is provided through core budgets. These supplemental materials were aligned to student needs and site-identified priorities to enhance classroom instruction, intervention, and engagement. Supplies included consumable workbooks, manipulatives, whiteboards, calculators, notebooks, and materials for hands-on learning, particularly in Math and ELA intervention classes. Materials also supported credit recovery, independent study, and project-based learning programs unique to each alternative education setting. Teachers were involved in the selection of materials to ensure alignment with curriculum, standards, and student readiness levels.

Successes:
The provision of targeted materials strengthened the delivery of small-group instruction and equipped students with the tools needed to stay engaged and complete academic tasks. These supports helped remove material barriers and contributed to notable improvements in graduation outcomes.

Challenges:
Some teachers noted the need for professional development on how to fully integrate supplemental tools into lesson design and assessments.

Implementation Challenges:
None

Modified Implementations:
None

Non-implemented Actions:
None

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.

Goal 5 (Equity Multiplier Goal) did not have any significant differences between budgeted expenditures and estimated actual expenditures.

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

Our analysis of metrics and outcomes revealed that the implementation of actions for Goal 5 yielded varying levels of effectiveness, as shown by both quantitative data and qualitative indicators.

The District's targeted investments in Instructional Support/Training (Action 5.1) and Supplemental Supplies/Materials (Action 5.2) at McFarland Independent and San Joaquin High Schools have proven highly effective in advancing academic outcomes for students at these Equity Multiplier sites.

At San Joaquin High School, the graduation rate increased by 13.7 percentage points, rising from 56.3% to 70% (Metric 5.3). This improvement reflects the impact of consistent one-on-one and small-group academic tutoring, combined with increased access to learning tools that supported credit recovery and core academic instruction.

At McFarland Independent School, outcomes were even more significant. The graduation rate rose by 30.1 percentage points, from 58.8% to 88.9%, exceeding district and state targets (Metric 5.3). The alignment of trained academic support staff with access to individualized learning resources contributed to this substantial gain, particularly for students who had previously been credit deficient or at risk of disengagement.

Together, these actions demonstrate that providing site-specific instructional capacity and removing material-based barriers can meaningfully improve student achievement and college/career readiness at alternative education campuses. The results affirm the effectiveness of differentiated supports in meeting the unique needs of high-need student populations.

Our analysis of metrics and outcomes revealed that the implementation of actions for Goal 5 yielded varying levels of ineffectiveness, as shown by both quantitative data and qualitative indicators.
None

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

Based on our analysis, here are the planned adjustments for the 2025-26 LCAP:

Metrics Modifications:
None

Actions Modifications:
None

Expected Outcomes:
None

These modifications align with our effectiveness analysis and implementation experiences fro the current school year.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Support/Training	The District will provide two instructional intervention aides and the materials needed to assist students with their academic needs to increase the average of credits earned by students. In addition, provide ongoing training to meet the evolving needs of new teachers, enabling them to achieve full credentialing.	$147,000.00	No
5.2	Supplemental Supplies/Materials	The District will provide supplemental supplies and materials aimed at enhancing student academic performance at both San Joaquin High and McFarland Independent Schools.	$50,000.00	No

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
$14,829,654	$1,912,772

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
40.606%	15.849%	$5,717,735.18	56.455%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Hire/Retain Teachers **Need:** The English Learner student group scored 78.1 points below the standard in English Language Arts and 101.8 points below standard in Mathematics. Additionally, the EL student group demonstrated a preparedness of 9.2 under the CCI, placing them in the lowest performance levels in Academic	The District will continue to offer ongoing training tailored to the evolving needs of new teachers, ensuring they have access to the latest pedagogical strategies and resources. Additionally, we recognize the invaluable role of mentorship in nurturing and guiding educators through their early career stages. Therefore, we are allocating release time for mentoring activities and establishing a robust network of 20 - 30 mentors who will provide personalized support to new teachers, fostering their professional growth	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.6 & 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Performance. Educational partners feedback from certificated personnel has indicated a shortage of experienced teachers as a barrier in meeting the academic needs of English Learners. **Scope:** LEA-wide	and enhancing their job satisfaction. By investing in the development and support of our educators, we aim to cultivate a thriving teaching workforce dedicated to student success and long term commitment to the profession. This action will be provide LEA-wide because the District realizes that by investing in the development and support of our educators and cultivating a thriving teaching workforce, it will benefit all MUSD students, including English Learners and other unduplicated student groups who are struggling academically.	
1.2	**Action:** Training/Professional Development **Need:** The English Learner student group scored 78.1 points below the standard in English Language Arts and 101.8 points below standard in Mathematics. The Homeless student group scored 90.3 points below the standard in English Language Arts and 115.7 below the standard in Mathematics. Lastly, the Low Income student group scored 57.8 below the standard in English Language Arts and 91.7 points below the standard in Mathematics. Educational partners feedback from parents has indicated the need of more intervention. Moreover, administrators also indicated large gaps in education that worsen without proper core instruction and intervention. **Scope:** LEA-wide	The District realizes math, reading and English language intervention is paramount for ensuring academic success and fostering lifelong learning skills among students. Therefore, these actions will be implemented districtwide since all students are scoring below standard in English Language Arts and Mathematics. Effective intervention not only improves academic outcomes but also boosts students' confidence and self-efficacy, empowering them to overcome obstacles and reach their full potential. Ultimately, investing in math and reading intervention professional development is an investment in equipping students with the essential skills they need to thrive academically.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students using CAASPP Language and Math Assessment results as well as STAR Reading and Math. (Goal 1 Metric 1.6, 1.7, 1.19, & 1.20)

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
1.3	**Action:** Academic Support **Need:** The English Learner student group fell short by 78.1 points in English Language Arts and 101.8 points in Mathematics below standard. For the Homeless student group, they scored 90.3 points below the standard in English Language Arts and 115.7 points below in Mathematics. Lastly, the Low-Income student group scored 57.8 points below the standard in English Language Arts and 91.7 points below in Mathematics. Educational partners feedback from students has reported the need for additional support in English Language Arts and Mathematics. In addition, students indicated additional support is needed to increase college and/or career readiness. **Scope:** LEA-wide	The District will allocate additional academic staff, such as counselors, instructional assistants, and intervention specialists, to provide targeted support tailored to the specific needs of students. This additional support not only helps to address learning gaps and improve academic performance but also provides essential social-emotional support, mentorship, and advocacy. By prioritizing the needs of unduplicated students and investing in additional academic staff, we can create a more inclusive and supportive learning environment where every student has the opportunity to thrive and reach their full potential. This allocation of staff will be offered districtwide in response to the widespread need for academic support for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.6, 1.7, 1.19, & 1.20)
1.4	**Action:** Supplemental Curriculum **Need:** Our CA Dashboard data indicate a need to provide supplemental research-based curriculum and supplies to enhance student achievement. With the English Learners student group scoring 78.1 points below the standard, the Homeless student student group scoring 90.3 points below the standard and the Low Income student group scoring 90.3 points below the standard in English Language Arts.	By implementing supplemental research-based curriculum, educators can effectively target students' diverse learning needs, address learning gaps, and promote deeper understanding and mastery of academic content. Additionally, providing adequate supplies and materials ensures that students have access to the resources they need to engage actively in their learning process, fostering a supportive and enriching learning environment. Ultimately, investing in supplemental research-based curriculum and supplies not only enhances student achievement but also promotes equity and	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students using CAASPP Language and Math Assessment results as well as STAR Reading and Math. (Goal 1 Metric 1.6 & 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In addition, the English Learners student group scored 101.8 points below the standard, the Homeless student student group scored 115.6 points below the standard and the Low Income student group scored 91.7 points below the standard in Mathematics. Educational partners feedback from certificated staff has indicated the need for ELA and Math supplemental curriculum. **Scope:** LEA-wide	empowers all students to succeed academically. These actions are being implemented across the entire District to maximize their effectiveness in boosting overall academics for all students.	
1.5	**Action:** Instructional Technology **Need:** The English Learner student group fell short by 78.1 points in English Language Arts and 101.8 points in Mathematics below standard standard. For the Homeless student group, they scored 90.3 points below the standard in English Language Arts and 115.7 points below in Mathematics. Lastly, the Low-Income student group scored 57.8 points below the standard in English Language Arts and 91.7 points below in Mathematics. Feedback from educational partners, specifically classified staff, highlights the necessity for technology and innovative learning methods to equip students for college and/or career readiness. **Scope:** LEA-wide	By equipping each student with their own Chromebook, regardless of their socioeconomic background, we ensure that every learner has the tools they need to thrive in today's digital world. This initiative not only levels the playing field but also empowers students with the necessary resources to excel academically and develop crucial 21st-century skills. With their own device, students can engage in personalized learning experiences, access digital resources, collaborate with peers, and explore innovative educational tools. Moreover, by integrating technology seamlessly into the learning process, we prepare students for the demands of higher education and the workforce, where digital literacy and fluency are indispensable. Thus, by providing equitable access to technology and supporting our 1-to-1 initiative, we are not only preparing students for college and career success but also nurturing the 21st-century skills they need to thrive in an increasingly interconnected and technology-driven world. This action will be provided on a	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students using CAASPP Language and Math Assessment results as well as STAR Reading and Math. (Goal 1 Metric 1.5, 1.6, 1.7, & 1.8)

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
		districtwide basis since there are currently multiple student groups also struggling academically.	
1.8	**Action:** CTE/Dual Enrollment **Need:** Only 33% of our Low-Income student group, 30% of our Homeless student group, and 5.3% of our English Learner student group have successfully met UC/CSU requirements and completed at least one CTE Pathway. Additionally, educational partners feedback from students, teachers, parents, and community members consistently highlights their strong interest and support for the implementation and expansion of dual enrollment programs and Career and Technical Education (CTE) pathways within our educational system. **Scope:** Schoolwide	Our District is committed to furthering the expansion of Dual Enrollment and CTE Pathways for our unduplicated student groups. To achieve this, we will appoint a dedicated CTE/Dual Enrollment Counselor and deploy eight specialized CTE Pathway Teachers, while also providing additional supplies and materials. This comprehensive strategy aims to strengthen our CTE/Dual Enrollment pathways by offering tailored guidance and instruction based on unduplicated students' unique interests and career goals. Through hands-on learning opportunities and access to advanced coursework, students will develop valuable skills and knowledge aligned with both college-level expectations and the demands of contemporary careers. This service can benefit all students, regardless of student group to which they belong but we expect for completion of UC/CSU to improve for our unduplicated students based on these efforts.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.22)
1.9	**Action:** Professional Learning Communities (PLCs)/Data Teams **Need:** The English Learner student group fell short by 78.1 points in English Language Arts and 101.8 points in Mathematics below standard. Similarly, the Homeless student group scored 90.3 points below the standard in English Language Arts and 115.7 points below in Mathematics. Lastly, the Low-Income student	By leveraging the expertise of their colleagues and engaging in reflective dialogue, teachers can refine their instructional and student engagement techniques, integrate research-based practices, and tailor their approaches to meet the unique learning styles of their students. Additionally, PLCs promote a culture of continuous improvement and accountability, ensuring that all educational partners are actively involved in the pursuit of educational excellence. As such, PLCs are not merely a desirable option but an identified imperative for fostering a collaborative and thriving	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.4, 1.6, & 1.7)

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
	group scored 57.8 points below the standard in English Language Arts and 91.7 points below standard in Mathematics. Educational partners feedback from students has indicated there is a lack of student interest in core subjects due to lack of classroom activities and student engagement opportunities. **Scope:** LEA-wide	learning community within school sites. This service will be provided districtwide since there has been a need to support all students academically.	
1.10	**Action:** Restructure/Improve Libraries **Need:** Current assessment data reveal that only 7% of English Learners, 12% of Low-Income students, and 12% of Homeless students scored at or above the 50th percentile in STAR Reading. These outcomes reflect persistent literacy gaps that disproportionately affect student groups requiring the greatest support. CAASPP ELA Distance from Standard (DFS) results further underscore this challenge, with students at Browning Rd. STEAM Academy, Horizon Elementary, and McFarland High School Early College are consistently scoring well below standard, particularly among SED, ELs, and Homeless youth. State ELA CASSPP Scores show all students in a Low Status with a -46.7 DFS. While English Learners (-74.9 DFS), SED (-50), and Homeless Students (-66.6) all scoring below all students.	By transforming libraries into 21st-century learning centers, the District not only ensures that students have access to essential tools for success in the modern world but also cultivates a culture of lifelong learning and literacy. Investing in learning-ready environments that support physical wellness, creative expression, and community building ensures that all students, especially those with the greatest barriers, have the opportunity to thrive academically and socially with a sense of pride, safety, and dignity. This investment will pay dividends for students in the future, enhancing their literacy skills and fostering a passion for learning that will serve them well throughout their lives. This action will be implemented across all elementary sites because all students can benefit from the opportunities to enhance their reading skills.	We will monitor progress for English Learners, Foster Youth, Low Income, and all students. (Goal 1 Metrics 1.15, 1.16, 1.26, 1.27, 1.28, 1.29)

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
	Additionally, feedback from Educational Partners, particularly students, highlighted barriers to literacy access and a desire for more diverse and engaging reading materials. Together, this input and data point to a clear need to transform existing libraries into 21st-century learning centers. Modernized libraries will serve as inclusive, flexible spaces that support academic recovery, foster a culture of reading, and improve equitable access to literacy resources for historically underserved student groups. **Scope:** Schoolwide		
3.2	**Action:** Family Nights **Need:** The data highlights a discrepancy between student perceptions of school welcomingness and parental reports of their child's anticipation for attending school. Educational partners' feedback has indicated a need for family activities and support opportunities for our unduplicated students. With only 64% of students finding school welcoming and 79.7% of parents expressing that their child looks forward to coming to school, it's evident that fostering a more inclusive and supportive school environment is essential. **Scope:**	To address this gap, school sites should prioritize parent engagement initiatives, such as organizing multiple themed family nights held approximately 3-4 times per year. These events serve as invaluable opportunities to strengthen the bond between the school and its educational partners, fostering a sense of belonging and partnership. Additionally, providing materials for themed family nights allows for creative and interactive experiences that cater to diverse interests and backgrounds, enhancing the overall engagement and enjoyment of participants. These actions are being provided on a schoolwide level since all students and families can benefit from an inclusive and supportive school environment.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.14 & 3.15)

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
	Schoolwide		
3.3	**Action:** Enrichment **Need:** Feedback from educational partners, particularly classified staff, has pointed to the necessity for a broader selection of elective courses available for our unduplicated students. With just 62.5% of students indicating a positive school climate and 64% expressing a sense of welcome and desire to be at school, there exists a pressing need for the District to furnish learning resources like VEX Robotics, MakerSpaces, After School Education, and the Expanded Learning Program (after-school program), as well as FAB Labs. **Scope:** LEA-wide	VEX Robotics programs, supported is by dedicated coaches, offer students hands-on experience with engineering and technology, fostering critical thinking, problem-solving, and teamwork skills essential for success in the 21st-century workforce. MakerSpaces provide students with creative environments to explore, innovate, and prototype ideas across various disciplines, promoting entrepreneurship and design thinking. After school programs, led by trained individuals, offer students opportunities for academic support, enrichment activities, and a safe environment during after-school hours, contributing to their holistic development and academic achievement. FAB Labs, equipped with advanced tools and resources, empower students to engage in project-based learning and explore STEAM concepts in depth, inspiring curiosity and fostering a lifelong love for learning. By investing in these learning resources, the District demonstrates its commitment to providing equitable access to high-quality education and preparing students for future success in an increasingly competitive and technology-driven world. These initiatives are being extended districtwide because we believe that all students can gain from enrichment opportunities.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.15 & 3.19)
3.4	**Action:** Performing Arts **Need:** With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student	Incorporating performing arts into the school curriculum can significantly enhance student attendance by creating a more welcoming and inclusive environment. Engaging in activities such as music and dance not only offers students opportunities for self-expression and creativity but also fosters a sense of belonging and community	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)

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
	group being chronically absent, the involvement of parents, student engagement, and a positive school climate emerge as crucial elements in creating a thriving educational environment. Educational partners feedback from student and parent has indicated a need for activities that make students feel more connected to their educational community. **Scope:** LEA-wide	within the school. Participating in performances allows students to showcase their talents and accomplishments, leading to increased pride in their school and a desire to be present for rehearsals and events. Additionally, involvement in the performing arts often cultivates strong bonds between students and their peers, as they collaborate and support one another in their creative endeavors. Expanding these initiatives across the entire district reflects our belief in the universal benefits of engaging in performing arts for all students.	
3.5	**Action:** Sports **Need:** With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, the involvement of parents, student engagement, and a positive school climate emerge as crucial elements in creating a thriving educational environment where students are excited to attend school. Feedback from educational partners, including both students and parents, has emphasized the necessity for activities that foster a stronger sense of connection among students and their families. **Scope:** LEA-wide	By investing in districtwide athletic opportunities, the District not only promotes physical fitness and well-being but also creates opportunities for students to develop important life skills such as teamwork, discipline, and resilience. Providing equipment, travel, and supplies ensures that all students have access to quality athletic experiences, regardless of their socioeconomic background or resources available at their school site. Moreover, athletic events serve as platforms for bringing together diverse educational partners, including students, parents, teachers, alumni, and community members, fostering positive relationships and building a strong sense of community pride. Expanding these actions districtwide will foster positive relationships and cultivate a strong sense of collective community spirit among all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)

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
3.6	**Action:** Communication **Need:** With only 73.5% of parents reporting that teachers make time to discuss grades, academic successes, or areas for improvement with their students and families, and just 62.5% of students indicating a positive school climate. Feedback from educational partners highlighted challenges in achieving effective communication with families, specifically from English Learners, Foster Youth and Low Income students families. **Scope:** LEA-wide	It is evident that the District's efforts to provide signage, public relations consulting, and training for administrators are crucial. Effective communication is the cornerstone of building trust, fostering engagement, and maintaining positive relationships between the school District and its stakeholders. Signage serves as a visual communication tool that provides important information and updates in prominent locations, ensuring that parents, students, and community members stay informed about school events, policies, and achievements. PR consulting offers expertise in crafting compelling messages and strategies to effectively communicate the District's mission, values, and accomplishments to the wider community through various media channels, including social media, press releases, and newsletters. Additionally, training for administrators equips them with the skills and knowledge to engage in transparent, empathetic, and culturally sensitive communication practices, fostering a positive school climate and addressing concerns proactively. By providing these actions districtwide, the District demonstrates its commitment to transparency, accountability, and collaboration, ultimately strengthening relationships and promoting a shared sense of ownership and pride in the success of the school community for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.18 & 3.19)
3.7	**Action:** Parent Training **Need:** Among the English Learner student group, 11.6% were chronically absent. Similarly, within the Low-Income student group, 14.3%	By providing consultant contracts and extra duty pay for these training opportunities, the District demonstrates its commitment to investing in the professional development of staff and the empowerment of parents. These initiatives not only enhance the capacity of educators to effectively engage with families but also	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)

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
	were chronically absent. Additionally, 22.3% of the Homeless student group were also chronically absent. Feedback from educational partners, including parents and students, underscored the necessity for support from families beyond the school environment to improve student attendance. Responding to the demand from parents for engaging and empowering training that equips families with the skills and resources necessary for student success, the District recognizes the importance of providing consultant contracts and extra duty pay to deliver various training opportunities like Parent University, PIQE, and Parenting Partners for both staff and the community. **Scope:** LEA-wide	strengthen the overall school-home partnership, resulting in improved student outcomes and a more supportive and inclusive school community. Additionally, by prioritizing parent engagement, the District acknowledges the invaluable role that parents play in their children's education and ensures that they have the resources and support needed to actively participate in the educational process. While the primary goal of these actions is to enhance parental support for unduplicated students, they are being implemented districtwide to maximize parental support for all students.	
3.8	**Action:** Parent Participation **Need:** Feedback from educational partners, encompassing both parents and their unduplicated students, emphasized the importance of family support extending beyond the confines of the school environment. With only 73.5% of parents reporting that teachers make time to discuss grades, academic successes, or areas for improvement with their students and families, and just 62.5% of students indicating a positive school climate, it's clear that the District needs to prioritize	To achieve this, the provision of supplies and materials to facilitate multiple opportunities for educational partners' participation at each campus is essential. This includes DELAC Meetings, ELAC Meetings, Open House, Parent-Teacher Conferences, Back-to-School Nights, LCAP input meetings, and Parent Committees. Supplies and materials ensure that these events are accessible and welcoming to all participants, regardless of their backgrounds or resources. They provide essential tools for communication, such as informational handouts, presentation materials, and translation services, facilitating effective engagement and understanding among diverse audiences. Additionally, by offering supplies and materials districtwide, the District demonstrates its	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.18 & 3.19)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	fostering inclusive and collaborative school communities. **Scope:** LEA-wide	commitment to equity and inclusion, ensuring that all educational partners have the resources they need to fully participate in the educational process benefiting all students.	
3.9	**Action:** Family Resource Center **Need:** With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, it's evident that parent involvement, student engagement, and a positive school climate are crucial for cultivating a thriving educational environment where students are excited to attend school. Feedback from educational partners, which includes input from both students and parents, has highlighted that insufficient resources at home serve as a barrier to student achievement. **Scope:** LEA-wide	By supplying the FRC with necessary resources and materials ensures that families have access to essential support services, including food assistance, clothing, school supplies, counseling, and educational workshops. These resources not only address immediate needs but also promote long-term stability, resilience, and self-sufficiency among struggling families. Moreover, by centralizing support services within the FRC, the district streamlines access to resources and eliminates barriers to participation, ensuring that all families have equitable opportunities to engage in their children's education and community life. These actions will be rolled out districtwide as the District acknowledges that these resources will be advantageous for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)
3.10	**Action:** Positive Behavioral Interventions and Supports (PBIS) **Need:** With only 55% of students looking forward to coming to school and 64% of students saying their school is welcoming and wants me there,	By allocating salaries for extra duty pay, providing necessary supplies, and offering comprehensive training, the District can effectively develop and implement Positive Behavioral Interventions and Supports (PBIS) across three elementary sites. Extra duty pay incentivizes educators to actively engage in PBIS implementation, ensuring their commitment and dedication to fostering a positive	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.13 & 3.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implementing Positive Behavioral Interventions and Supports (PBIS) across three elementary sites necessitates financial investment in salaries, supplies, and training from the District for several reasons. Feedback from educational partners, encompassing input from staff, students, and parents, has underscored a focus on well-being, motivation, and engagement, as well as the issue of lacking confidence and self-belief among our unduplicated students. **Scope:** Schoolwide	school climate. Adequate supplies, including educational materials and behavioral management tools, facilitate the practical application of PBIS strategies, enabling teachers to create supportive learning environments. Moreover, thorough training equips staff members with the knowledge and skills needed to implement PBIS consistently and effectively, promoting a shared understanding of behavior expectations and intervention protocols. These actions are being implemented schoolwide to cultivate a positive school environment for all students.	
3.11	**Action:** Community Events **Need:** With only 79.7% of parents of our unduplicated students reporting that their child looks forward to coming to school most days, but only 64% of students feeling that their school is welcoming, it's crucial for the District to provide opportunities for schools to participate in community events in order to build a strong home-school connection. Feedback from educational partners, which includes input from both parents and students, highlighted the significance of family support extending beyond the school environment. **Scope:** LEA-wide	Community events facilitate collaboration between schools and local organizations, businesses, and civic leaders, fostering partnerships that can enhance educational opportunities and support services for students. Ultimately, by participating in community events, schools can strengthen community ties, promote positive perceptions of education, and create a supportive environment that benefits students, families, and the entire community. These actions are being rolled out districtwide to enhance parental involvement and bolster school culture among all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.14 & 3.15)

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
3.12	**Action:** SARB (Student Attendance Review Board) **Need:** With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, it is imperative to conduct the Student Attendance Review Board (SARB) twice a month, with priority given to chronic absentees. Additionally, feedback from educational partners, particularly certificated staff, suggested that attendance is problematic, possibly because students lack motivation to attend school and may suffer from health concerns or family circumstances. **Scope:** LEA-wide	These frequent meetings allow for timely intervention and tailored support for students facing attendance challenges, helping to identify underlying issues such as health concerns, family circumstances, or disengagement from school. Through the SARB process, the District can collaborate with families, school staff, and community partners to develop comprehensive attendance plans and connect students and their families with appropriate resources and interventions. This proactive approach not only promotes regular school attendance but also addresses the root causes of chronic absenteeism, ultimately supporting students in achieving their academic potential and fostering a culture of attendance and engagement within the District. These actions are roll out districtwide because all students stand to gain from the dedicated allocation of resources and interventions aimed at improving attendance.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)
3.13	**Action:** Incentives **Need:** Among the English Learner student group, 11.6% experienced chronic absenteeism. Similarly, within the Low-Income student group, 14.3% faced chronic absenteeism. Additionally, 22.3% of the Homeless student group were affected by chronic absenteeism. Furthermore, just 55% of students expressing anticipation about attending school on most days and only 64% feeling their school is welcoming and wants them there. Feedback from educational partners, specifically	By investing in these resources centrally, the District demonstrates its commitment to prioritizing attendance improvement efforts, sending a clear message of support to both students and educators. Ultimately, the provision of supplies serves as a tangible manifestation of the District's dedication to fostering a positive and conducive learning environment conducive to student success. These actions will be implemented districtwide with the aim of boosting attendance rates for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.13, 3.15 & 3.22)

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
	certificated staff, has pointed out a lack of student motivation as a contributing factor to poor school attendance. **Scope:** LEA-wide		
3.14	**Action:** Training **Need:** With 11.6% of English Learner students, 14.3% of Low-Income students, and 22.3% of Homeless students classified as chronically absent, it is crucial for the District to provide training aimed at reducing chronic absenteeism, truancy, and improving overall attendance. Furthermore, feedback from educational partners, particularly students, has indicated only 64% of students agree the school is welcoming and wants them there. **Scope:** LEA-wide	By investing in professional development, the District empowers its workforce to navigate complex attendance issues with sensitivity, cultural competence, and a trauma-informed lens, thereby enhancing engagement, building trust, and fostering positive relationships with students and families. Furthermore, ongoing training ensures that staff remain abreast of best practices, evolving trends, and emerging research in attendance improvement, enabling them to adapt and refine their approaches to meet the evolving needs of students. Ultimately, these measures will be rolled out districtwide with the goal of increasing attendance rates for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.15 & 3.22)
3.15	**Action:** Communication **Need:** With 11.6% of English Learner students, 14.3% of Low-Income students, and 22.3% of Homeless students categorized as chronically absent, it's crucial for the District to allocate resources, including supplies and salaries, to implement school plans focused on enhancing	Through the allocation of resources for communication tools and personnel salaries, the District guarantees that schools possess the essential resources to establish effective channels of engagement with parents and guardians. This enables opportunities for home visits and other outreach efforts, facilitating timely and meaningful exchanges of information regarding attendance expectations, interventions, and available resources. Consequently, it cultivates a shared	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)

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
	school/parent communication regarding attendance. Additionally, feedback from educational partners, specifically certificated staff, has highlighted that not all students feel motivated, and many lack a positive attitude toward learning. **Scope:** LEA-wide	understanding of the significance of regular school attendance. Additionally, by investing in dedicated personnel to facilitate communication efforts, like family liaisons or parent coordinators, the District underscores its commitment to overcoming cultural and linguistic barriers, fostering trust, and addressing the distinctive needs of diverse families. Ultimately, the implementation of these measures will span districtwide, aiming to elevate attendance rates for every student.	
3.16	**Action:** Extended Learning **Need:** With just 55% of our unduplicated students eager to attend school and 79.7% of parents sharing the sentiment, the District recognizes the importance of providing extended learning opportunities to increase student enthusiasm for school. Feedback from administrators as educational partners has highlighted educational gaps and learning setbacks, posing challenges in English Learners, Foster Youth, and Low Income students' readiness for college and career paths. **Scope:** LEA-wide	Initiatives like Saturday School, Winter Academy, Spring Academy, Evening Credit Recovery, and supplemental 3rd Party Tutoring programs are essential for addressing diverse student needs, boosting academic achievement, and ensuring equitable access to educational support. These programs provide extra time and resources for students to reinforce learning, catch up on missed coursework, or explore challenging subjects beyond regular school hours. By offering a variety of options tailored to different schedules and preferences, the District encourages greater participation and engagement among students. Furthermore, the allocation of dedicated teaching staff ensures personalized attention and targeted support, promoting academic growth and self-assurance. Additionally, the use of data-driven decision-making ensures that resources are directed to where they are most needed, maximizing the impact of these extended learning opportunities on student outcomes. Ultimately, these measures will be implemented districtwide, with the aim of fostering a greater eagerness to attend school among all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.13 & 3.14)

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
3.17	**Action:** Class Size **Need:** Recent student survey data shows that only 56.5% of unduplicated students at McFarland High School report looking forward to attending school most days, with just 52.2% viewing their school environment as positive. These indicators point to a significant need to improve school climate and student engagement, particularly through areas that influence daily school experience such as physical education. Additionally, California School Dashboard results show a notable drop in graduation rates for key student groups, including Homeless students (down from 97.5% to 86.8%). These patterns suggest that some students are struggling to stay engaged and connected to school, which directly impacts their academic persistence and success. One effective way to address this is by maintaining smaller class sizes in PE. Reduced enrollment in physical education settings allows for safer environments, more individualized coaching, and stronger student-teacher relationships. These conditions are especially critical for unduplicated students, who may face physical, social, or emotional barriers to participation. Improving the PE experience through smaller classes fosters a more inclusive atmosphere	Reducing class sizes in physical education can play a meaningful role in decreasing suspension rates and improving academic outcomes, particularly graduation rates. When students are engaged in regular physical activity within a well-supervised, supportive environment, they are more likely to demonstrate positive behavior, experience fewer disciplinary referrals, and stay connected to school. Smaller PE classes allow teachers to build stronger relationships with students, identify early signs of behavioral or emotional distress, and offer timely redirection or support. This individualized attention not only mitigates behaviors that often lead to suspension but also promotes a sense of belonging and accountability. Additionally, consistent participation in physical activity is linked to improved concentration, reduced anxiety, and greater emotional regulation, all of which support better academic performance. By reducing fatigue and increasing energy levels, physical fitness can help students stay more engaged in their learning and more likely to persist toward graduation. This action will be implemented schoolwide, recognizing that a safe, inclusive, and responsive PE environment benefits all students, with particularly strong impacts for unduplicated youth who may face external stressors or barriers to school success.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.10, 3.11, 3.23 & 3.24)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	where students feel seen, supported, and motivated. This strategy helps re-engage students who may otherwise feel disconnected and supports broader goals of reducing absenteeism, enhancing school connectedness, and ultimately improving academic outcomes. **Scope:** Schoolwide		
3.18	**Action:** Class Size Reduction-Elementary **Need:** Current staffing patterns at Browning Rd. STEAM Academy, Kern Avenue Elementary, and Horizon Elementary include multiple combination (combo) classes, where students from two grade levels are taught by a single teacher. Feedback from teachers, families, and instructional staff indicates that combo classes limit differentiated instruction and pose challenges for curriculum pacing, particularly in foundational subjects such as literacy and mathematics. Observational data and site-level input highlight concerns regarding equitable access to grade-level content and teacher capacity to meet diverse student needs. Eliminating combo classes by hiring additional teachers would allow for single-grade classrooms, ensuring more targeted instruction, improved student engagement, and stronger academic outcomes.	Adding more teachers to eliminate combo classes at Horizon Elementary, Kern Avenue, and Browning Rd. STEAM Academy directly addresses the needs of unduplicated students by creating smaller, single-grade classrooms that enhance instructional equity. This approach allows teachers to focus on one grade level, which improves the quality and consistency of instruction, particularly vital for English Learners, Low-Income students, and students experiencing homelessness who may need more targeted support. By enabling more individualized attention and timely interventions, this strategy helps mitigate academic gaps and behavioral challenges that can contribute to chronic absenteeism and disengagement. Ultimately, the reduction of combo classes strengthens student-teacher relationships, fosters a more supportive learning environment, and supports higher levels of engagement and connectedness for students most at risk.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.7, 3.11, 3.22, 3.24, 3.25, and 3.26)

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
	With 11.6% of English Learner students, 14.3% of Low-Income students, and 22.3% of Homeless students categorized as chronically absent, it's crucial for the District to allocate resources to build a stronger connection with staff to students and the community. Additionally, feedback from educational partners, specifically certificated staff, has highlighted that not all students feel motivated, and many lack a positive attitude toward learning. **Scope:** Schoolwide		
4.1	**Action:** Support Staff **Need:** With just 62.5% of unduplicated students perceiving school as a positive place to be and a mere 63.6% feeling their campus is safe, it's evident that ensuring student safety and well-being across all campuses is of paramount importance. In addition, feedback from various educational partners, including students, certificated staff, and parents, has highlighted the necessity for social-emotional support, and counseling services for English Learners, Foster Youth, and Low Income students. Lastly, students have also indicated an increase of bullying in schools. **Scope:**	To address these concerns, the district's provision of supplies and support staff is indispensable. This includes roles such as Student Intervention Mediators, Trauma Counselors, Security Guards, Student Affairs Specialists, Yard Aides, a VP of student discipline, additional Psychologists, Coordinator of Student Services and additional bus drivers. These personnel and resources play a crucial role in creating a secure and supportive environment for students. Student Intervention Mediators and Trauma Counselors offer vital emotional support and intervention for students experiencing personal challenges. Security Guards help maintain a safe campus environment, while Student Affairs Specialists provide guidance and assistance in navigating academic and social issues. Yard Aides contribute to supervision and student safety during break times, and a VP of student discipline ensures fair and consistent disciplinary measures are applied. Additional bus	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.2 & 4.5)

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	drivers help ensure safe transportation to and from school. Ultimately, these actions will be rolled out districtwide, aiming to cultivate a stronger sense of enthusiasm, safety and willingness to attend school among all students.	
4.2	**Action:** Training **Need:** Educational partners feedback from unduplicated students has highlighted safety and well-being concerns, which encompass instances of bullying. 62.5% of students express a favorable view of school as a positive environment, while 63.6% affirm feeling secure on campus. In line with this commitment to student well-being, the District plans to offer comprehensive training programs for support staff. **Scope:** LEA-wide	Providing training such as Crisis Prevention Institute (CPI), Restorative Practice, and basic supervision equips support staff with essential tools and strategies to cultivate safe, healthy, and supportive environments within educational settings. CPI training empowers staff to effectively manage and de-escalate challenging situations, minimizing the risk of physical harm and fostering a calm atmosphere conducive to learning. Restorative Practice training emphasizes building and repairing relationships, enabling staff to address conflicts and disciplinary issues while promoting accountability and respect. Additionally, basic supervision training enhances staff's ability to monitor and ensure student safety during various activities, fostering an environment where students feel secure and cared for throughout their school day. Ultimately, these initiatives will be deployed districtwide, aiming to cultivate a heightened sense of enthusiasm, safety, and willingness to attend school among all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.2 & 4.5)
4.4	**Action:** Education **Need:** With only 63.6% of unduplicated students expressing feeling safe on campus and merely 62.5% considering school as a positive place, it's evident that fostering a supportive and nurturing campus environment is imperative for the District. Educational partners feedback	By offering comprehensive education on these critical topics, the District equips students with the knowledge, skills, and resources needed to recognize, prevent, and address instances of bullying and substance abuse, fostering a safer and more supportive school environment. Moreover, educating staff members enables them to effectively identify warning signs, intervene appropriately, and provide necessary support to students, further reinforcing a culture of care and	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.2 & 4.5)

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
	from students has highlighted safety concerns at the school site, including issues such as bullying and substance abuse. **Scope:** LEA-wide	accountability. These educational initiatives not only encourage positive behaviors and promote healthy decision-making but also foster a sense of belonging and mutual respect among all members of the school community. Ultimately, these initiatives will be implemented districtwide, aiming to create a more inclusive, welcoming, and conducive learning environment for all students.	
4.5	**Action:** Safety **Need:** With only 63.6% of unduplicated students feeling their campus is safe, and merely 36.2% believing their campus is safe, clean, and in good condition, it's essential to prioritize safety enhancements for elementary school students. Educational partners' feedback from students has also indicated a sense of insecurity while at school. **Scope:** Schoolwide	Installing extra lighting at all elementary school sites becomes imperative to promote a secure and conducive learning environment. Adequate lighting serves multiple purposes: it deters potential threats and illicit activities, enhances visibility, reduces the risk of accidents, and ensures students feel safe and supported throughout their time at school. These actions are being provided on a schoolwide basis to maximize safety for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.5 & 4.8)
4.6	**Action:** Wellness Center (MHS) **Need:** Feedback from educational partners, including staff and students, underscores the urgent need for a dedicated center where English Learners, Foster Youth, and Low Income students can access social and emotional support in a nurturing and safe environment. Only 52.2% of our High School students view	Our District remains committed to fostering a safe and inclusive environment where students can effectively address their social and emotional needs. The introduction of the proposed Wellness Center will serve as a crucial resource, offering dedicated space for support staff to engage with students and deliver essential student support services. These actions are being provided on a schoolwide basis because all students at the High School will benefit from social and emotional support.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.11 & 4.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the school climate positively, and just 55.5% consider the campus safe. As a result, nearly half of the student body feels insecure and perceives the school climate negatively. **Scope:** Schoolwide		
4.7	**Action:** Wellness Center (MJHS) **Need:** Feedback from staff and students highlights the urgent need for a dedicated center where English Learners, Foster Youth, and Low-Income students can receive social and emotional support in a safe and nurturing environment. Currently, only 55.1% of McFarland Junior High School students look forward to attending school, and only 62.6% view the school climate positively, suggesting that nearly half of the student body feels uncertain and perceives the school environment negatively. **Scope:** Schoolwide	Our District is dedicated to creating a safe and inclusive environment where students can effectively meet their social and emotional needs. The proposed Wellness Center will play a key role by providing a dedicated space for support staff to engage with students and deliver essential services. These initiatives will be implemented schoolwide, ensuring that all High School students benefit from social and emotional support	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.13 & 4.14)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Language Learners Support **Need:** Within STAR Reading, the 3rd - 6th grade English Language student group, only 27% scored above the 50th percentile, while a mere 4% of 7th - 12th grade English Language students achieved above the 50th percentile. Furthermore, only 47.9% of English Language students are progressing towards English Language proficiency. Consequently, the STAR Reading and ELPAC Assessment underscore the challenges faced by our English Learner students in both reading and writing. **Scope:** Limited to Unduplicated Student Group(s)	The District is embarking on an initiative to introduce supplementary English Language Development (ELD) curriculum for students across grades K-12. Recognizing the importance of bolstering English language proficiency among students, this endeavor aims to provide additional resources and support tailored to the diverse needs of learners. Moreover, professional development opportunities will be extended to all K-12 EL teachers. Through these training sessions, educators will gain valuable insights, strategies, and tools to effectively facilitate English language development in their classrooms. By equipping teachers with enhanced skills and resources, the District endeavors to create a more conducive learning environment that fosters the linguistic growth and academic success of English Learner students across all grade levels.	We will monitor progress for English Learner students. (Goal 1 Metric 1.19)
1.7	**Action:** Homeless/Foster Youth Support **Need:** Our Homeless student group demonstrated a performance deficit of 115.6 points below standard in Mathematics and 90.3 points below standard in English Language Arts. Despite efforts, both homeless and foster youth continue to face academic challenges. To provide them with enhanced support, we	Additional support and supplies staff play a crucial role in fostering the well-being of Foster Youth and the Homeless population. These individuals provide essential resources such as food, clothing, hygiene products, and shelter, addressing immediate needs for survival and comfort. Beyond material assistance, they offer emotional support, guidance, and advocacy, creating a sense of stability and belonging for vulnerable individuals. By connecting them with available services, such as healthcare, education, and employment	We will monitor progress for Homeless/Foster Youth students. (Goal 1 Metric 1.6, 1.7, & 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	are committed to ensuring access to transportation, hygiene supplies, tutoring, and other essential services. Through this comprehensive approach, we aim to address their needs holistically and foster their academic success. **Scope:** Limited to Unduplicated Student Group(s)	opportunities, support staff empower these populations to build brighter futures.	
1.11	**Action:** Long-term English Language Learners Support **Need:** Analysis of both state and local indicators reveals that Long-Term English Learners (LTELs) continue to face persistent academic challenges across multiple performance areas. In CAASPP Mathematics, LTELs remain significantly below standard, with only a 21.1-point gain from -175 to -153.9 between 2023 and 2024, far from the district's 2026 target of -66. Similarly, CAASPP ELA results show only a 12-point gain (from -120 to -108), with LTELs still lagging far behind reclassification thresholds and their peers. In the CAST Science assessment, LTELs showed no improvement between 2023 and 2024, maintaining a 0% met/exceeded rate, underscoring gaps in academic language access in content areas. Furthermore, A–G completion rates for LTELs remain critically low, rising only 3.8% (from 4% to 7.8%) with a target of 20% by 2026. CTE completion also	This action is designed to directly address the academic and language proficiency gaps identified among Long-Term English Learners (LTELs) by implementing a multi-tiered support model that strengthens both designated and integrated English Language Development (ELD). Designated ELD: LTELs will receive targeted instruction aligned to their English proficiency levels, using research-based curricula focused on academic language development, comprehension strategies, and writing across content areas. Instruction will be personalized through small-group support and scaffolded tasks aligned to ELD standards. Integrated ELD: Teachers across core content areas will receive professional development on embedding language objectives and scaffolds into daily instruction. This approach ensures LTELs can access rigorous academic content while continuing to develop English proficiency within Math, Science, Social Studies, and ELA. Reclassification Pathways: The District will provide targeted intervention and monitoring systems,	We will monitor progress of Long-term English Learners. (Goal 1 Metric 1.6 - 1.8, 1.12, & 1.13)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	declined by 6.3%, indicating reduced access or engagement in college and career readiness pathways. Additionally, LTELs show limited progress in English proficiency, with only a 0.5% increase in ELPI (from 43.3% to 43.8%) and no growth in reclassification rates, which dropped from 14.57% to 13.17%. In the Early Assessment Program (EAP), LTELs continue to show 0% proficiency in both ELA and Math, with no change year over year. These results collectively point to a significant and urgent need for enhanced, targeted supports for LTELs. Specifically, they highlight the necessity of: Intensified designated and integrated ELD instruction, Professional development focused on academic language and reclassification strategies, Cross-content scaffolding and integrated services, and Ongoing data monitoring to close persistent opportunity and achievement gaps. Without intervention, LTELs risk continued underperformance across all state priorities, particularly Priority 4 (Student Achievement), Priority 7 (Course Access), and Priority 8 (Pupil Outcomes). Addressing these gaps is critical to ensuring equitable educational outcomes and fulfilling the district's	such as regular ELPAC subdomain analysis, student case management, and data chats, to remove barriers to reclassification. These supports aim to improve ELPI scores and increase the reclassification rate for LTELs. Equitable Access to College and Career Pathways: Additional counseling, academic monitoring, and placement support will be provided to ensure LTELs are equitably enrolled in A–G and CTE pathways. Instructional supports will be embedded within these courses to ensure language needs are addressed without compromising access. By addressing both the linguistic and academic needs of LTELs, this action is expected to improve performance across multiple metrics including CAASPP (ELA/Math), CAST Science, reclassification rates, ELPI, A–G completion, and participation in college and career readiness pathways. It reflects the District's commitment to closing opportunity gaps and meeting its proportionality obligation under LCFF.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	commitment under LCFF to serve all unduplicated students effectively. **Scope:** Limited to Unduplicated Student Group(s)		
3.1	**Action:** Support Staff **Need:** Feedback from educational partners, including certificated personnel, highlights a shortage of resources as a barrier to meeting the academic needs of English Learners. A significant 79.7% of parents report that their child eagerly anticipates school on most days, with 73.5% acknowledging teachers' efforts in scheduling discussions about grades, academic achievements, and areas for improvement. Additionally, our chronic absentee rate (ELS 5.8%) has been improving. Enhancing parent involvement and communication, particularly with non-English speaking families of English Learner (EL) students, necessitates the deployment of 6-7 support staff members. These dedicated individuals act as bridges, effectively overcoming language and cultural barriers. Their crucial role involves facilitating meaningful exchanges between the school and parents, ensuring that essential information reaches all families, regardless of language proficiency. **Scope:**	By offering translation services, language assistance, and culturally sensitive communication strategies, these support staff members empower non-English speaking families to actively participate in their children's education. Moreover, they serve as advocates for these families within the school community, promoting a welcoming and inclusive environment where all voices are heard and valued. Investing in such support staff is essential not only for fostering stronger school-home partnerships but also for promoting equity and ensuring that every EL student receives the support they need to thrive academically and socially.	We will monitor progress for English Learners. (Goal 3 Metric 3.14, 3.18, & 3.22)

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

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

N/A

Additional Concentration Grant Funding

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

To enhance and expand the services we offer to our unduplicated students, we are making significant additions to our student support personnel. Specifically, we are creating new positions for seven student intervention mediators and five trauma counselors. These roles are crucial for addressing the diverse needs of our students, providing targeted interventions, and supporting those who have experienced trauma. (Goal 4, Action 1)

Furthermore, we are committed to ensuring the safety and well-being of our students on campus. To achieve this, we are increasing our yard duty positions to 24. These staff members will be responsible for maintaining safe environments on our playgrounds and crosswalks, ensuring that students have secure spaces for recreation and transit. (Goal 4, Action 1)

Recognizing the importance of behavioral support and mentorship, we have hired two additional Student Affairs Specialists. These specialists will focus on behavioral intervention, support, and mentoring, helping students navigate challenges and succeed academically and personally. Additionally, we have added one more psychologist to our team, enhancing our capacity to provide comprehensive mental health support (Goal 4, Action 1).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 52

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 certificated staff providing direct services to students	N/A	1 to 17

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	$36,520,958	14,829,654	40.606%	15.849%	56.455%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,671,219.62	$3,395,400.00	$0.00	$3,170,470.43	$29,237,090.05	$12,602,380.82	$16,634,709.23

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	Hire/Retain Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$123,672.62	$46,000.00	$20,000.00	$0.00	$0.00	$149,672.62	$169,672.62	
1	1.2	Training/Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$82,230.00	$202,825.32	$21,000.00	$0.00	$0.00	$264,055.32	$285,055.32	
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,743,016.70	$0.00	$3,423,685.04	$0.00	$0.00	$319,331.66	$3,743,016.70	
1	1.4	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$493,750.00	$358,750.00	$20,000.00	$0.00	$115,000.00	$493,750.00	
1	1.5	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,909,903.00	$1,857,903.00	$52,000.00	$0.00	$0.00	$1,909,903.00	
1	1.6	English Language Learners Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annually	$81,771.18	$75,000.00	$26,771.18	$0.00	$0.00	$130,000.00	$156,771.18	
1	1.7	Homeless/Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Annually	$126,766.98	$30,125.00	$116,651.70			$40,240.28	$156,891.98	

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	1.8	CTE/Dual Enrollment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland Junior High School & McFarland High School Early College 7-12	Ongoing	$1,406,290.98	$311,678.09	$1,497,076.12	$32,000.00	$0.00	$188,892.95	$1,717,969.07	
1	1.9	Professional Learning Communities (PLCs)/Data Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$31,200.00	$678,830.47	$678,830.47	$0.00	$0.00	$31,200.00	$710,030.47	
1	1.10	Restructure/Improve Libraries	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Horizon Elementary School, Browning Rd. STEAM Academy, and McFarland High School Early College	3 Years	$0.00	$3,651,219.01	$3,651,219.01				$3,651,219.01	
1	1.11	Long-term English Language Learners Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: McFarland Junior High School and McFarland High School Early College		$42,128.16	$65,000.00	$72,128.16			$35,000.00	$107,128.16	
2	2.1	Training/Professional Development	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary	Annually	$4,820.00	$7,500.00	$0.00	$7,500.00	$0.00	$4,820.00	$12,320.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School, and Kern Avenue Elementary School K-3									
2	**2.2**	Response to Intervention (RTI)	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School K-3	Annually	$388,000.00	$531,400.00	$0.00	$518,400.00	$0.00	$401,000.00	$919,400.00	
2	**2.3**	Supplemental Curriculum	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary, and Kern Avenue Elementary School K-3	Annually	$0.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	$40,000.00	
2	**2.4**	Kindergarten Readiness	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	Ongoing	$5,400.00	$13,500.00				$18,900.00	$18,900.00	
3	**3.1**	Support Staff	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$453,087.47	$25,625.00	$478,712.47	$0.00	$0.00	$0.00	$478,712.47	

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
					Student Group(s)											
3	3.2	Family Nights	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School, McFarland Junior High School	Ongoing	$0.00	$6,500.00	$6,500.00	$0.00	$0.00	$0.00	$6,500.00	
3	3.3	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$139,562.82	$2,591,203.42	$208,240.91	$2,275,000.00	$0.00	$247,525.33	$2,730,766.24	
3	3.4	Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$379,878.77	$326,358.12	$651,549.49			$54,687.40	$706,236.89	
3	3.5	Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$947,941.09	$1,560,349.30	$2,508,290.39	$0.00	$0.00	$0.00	$2,508,290.39	
3	3.6	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$248,778.00	$248,778.00	$0.00	$0.00	$0.00	$248,778.00	
3	3.7	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,760.36	$29,200.00	$7,460.36	$0.00	$0.00	$25,500.00	$32,960.36	
3	3.8	Parent Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$47,351.15	$14,400.00	$61,751.15	$0.00	$0.00	$0.00	$61,751.15	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$360,521.75	$22,000.00	$382,521.75	$0.00	$0.00	$0.00	$382,521.75	
3	3.10	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	Ongoing	$4,244.96	$43,675.00	$47,919.96	$0.00	$0.00	$0.00	$47,919.96	
3	3.11	Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,100.00	$26,100.00	$0.00	$0.00	$0.00	$26,100.00	
3	3.12	SARB (Student Attendance Review Board)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,814.38	$12,500.00	$29,314.38				$29,314.38	
3	3.13	Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$106,123.00	$106,123.00				$106,123.00	
3	3.14	Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,004.26	$8,120.00	$13,124.26				$13,124.26	
3	3.15	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$20,926.55	$44,667.50	$65,594.05				$65,594.05	
3	3.16	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$326,325.44	$154,500.00	$147,521.06	$65,000.00		$268,304.38	$480,825.44	
3	3.17	Class Size	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early	Annually	$163,242.27	$0.00	$163,242.27				$163,242.27	

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
							College									
3	3.18	Class Size Reduction-Elementary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Horizon Elementary, Kern Avenue School, and Browning Rd. STEAM Academy	Annually	$456,954.40	$0.00	$456,954.40				$456,954.40	
4	4.1	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$2,144,278.04	$1,923,394.00	$4,062,672.04	$0.00	$0.00	$5,000.00	$4,067,672.04	
4	4.2	Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,500.00	$102,000.00	$112,000.00	$3,500.00	$0.00	$0.00	$115,500.00	
4	4.3	MTSS	All	No			All Schools	Ongoing	$946,690.49	$0.00		$125,000.00	$0.00	$821,690.49	$946,690.49	
4	4.4	Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$62,485.00	$52,835.00	$0.00	$0.00	$9,650.00	$62,485.00	
4	4.5	Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	2 Year	$0.00	$200,000.00	$100,000.00	$100,000.00			$200,000.00	
4	4.6	Wellness Center (MHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College	2 Year	$0.00	$60,000.00	$60,000.00				$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9 - 12th									
4	**4.7**	Wellness Center (MJHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland Junior High School 5th - 8th	2 Year	$0.00	$950,000.00	$950,000.00				$950,000.00	
5	**5.1**	Instructional Support/Training	All	No			Specific Schools: San Joaquin High School and McFarland Independent School	Annually	$137,000.00	$10,000.00		$147,000.00			$147,000.00	
5	**5.2**	Supplemental Supplies/Materials	All	No			Specific Schools: San Joaquin High School and McFarland Independent School	Annually	$0.00	$50,000.00		$50,000.00			$50,000.00	

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
$36,520,958	14,829,654	40.606%	15.849%	56.455%	$22,671,219.62	0.000%	62.077 %	**Total:**	$22,671,219.62
								LEA-wide Total:	$15,044,044.35
								Limited Total:	$694,263.51
								Schoolwide Total:	$6,932,911.76

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**	Hire/Retain Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	**1.2**	Training/Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
1	**1.3**	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,423,685.04	
1	**1.4**	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,750.00	
1	**1.5**	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,857,903.00	
1	**1.6**	English Language Learners Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,771.18	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$116,651.70	
1	1.8	CTE/Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland Junior High School & McFarland High School Early College 7-12	$1,497,076.12	
1	1.9	Professional Learning Communities (PLCs)/Data Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$678,830.47	
1	1.10	Restructure/Improve Libraries	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Horizon Elementary School, Browning Rd. STEAM Academy, and McFarland High School Early College	$3,651,219.01	
1	1.11	Long-term English Language Learners Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: McFarland Junior High School and McFarland High School Early College	$72,128.16	
3	3.1	Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$478,712.47	
3	3.2	Family Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School, McFarland Junior High School	$6,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,240.91	
3	3.4	Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$651,549.49	
3	3.5	Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,508,290.39	
3	3.6	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$248,778.00	
3	3.7	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,460.36	
3	3.8	Parent Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,751.15	
3	3.9	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,521.75	
3	3.10	Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	$47,919.96	
3	3.11	Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,100.00	
3	3.12	SARB (Student Attendance Review Board)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,314.38	
3	3.13	Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,123.00	
3	3.14	Training	Yes	LEA-wide	English Learners Foster Youth	All Schools	$13,124.26	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.15	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,594.05	
3	3.16	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,521.06	
3	3.17	Class Size	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College	$163,242.27	
3	3.18	Class Size Reduction-Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Horizon Elementary, Kern Avenue School, and Browning Rd. STEAM Academy	$456,954.40	
4	4.1	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,062,672.04	
4	4.2	Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,000.00	
4	4.4	Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,835.00	
4	4.5	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	$100,000.00	
4	4.6	Wellness Center (MHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College 9 - 12th	$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Wellness Center (MJHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland Junior High School 5th - 8th	$950,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,666,807.51	$17,646,870.61

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**	Hire/Retain Teachers	Yes	$159,672.62	$148,157.16
1	**1.2**	Training/Professional Development	Yes	$275,055.32	$117,225.90
1	**1.3**	Academic Support	Yes	$3,561,222.44	$2,829,257.84
1	**1.4**	Supplemental Curriculum	Yes	$3,253,646.61	$549,070.61
1	**1.5**	Instructional Technology	Yes	$1,338,000.00	$913,895.93
1	**1.6**	English Language Learners Support	Yes	$163,464.69	$223,120.51
1	**1.7**	Homeless/Foster Youth Support	Yes	$228,073.83	$247,600.83
1	**1.8**	CTE/Dual Enrollment	Yes	$1,356,477.57	$1,187,856.10
1	**1.9**	Professional Learning Communities (PLCs)/Data Teams	Yes	$600,150.00	$614,374.78
1	**1.10**	Class Size	Yes	$157,653.86	$157,114.24
1	**1.11**	Restructure/Improve Libraries	Yes	$1,500,000.00	$202,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Training/Professional Development	No	$4,820.00	$1,158.07
2	2.2	Response to Intervention (RTI)	No	$401,000.00	$289,213.68
2	2.3	Supplemental Curriculum	No	$40,000.00	$94,716.24
2	2.4	Kindergarten Readiness	No	$18,900.00	$0.00
3	3.1	Support Staff	Yes	$445,869.19	$459,687.90
3	3.2	Family Nights	Yes	$6,500.00	$6,219.06
3	3.3	Enrichment	Yes	$382,651.45	$409,790.91
3	3.4	Performing Arts	Yes	$518,677.75	$529,645.03
3	3.5	Sports	Yes	$2,125,041.21	$2,129,338.41
3	3.6	Communication	Yes	$473,550.00	$826,468.50
3	3.7	Parent Training	Yes	$31,760.36	$42,878.50
3	3.8	Parent Participation	Yes	$54,143.39	$8,461.02
3	3.9	Family Resource Center	Yes	$306,673.57	$316,274.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Positive Behavioral Interventions and Supports (PBIS)	Yes	$36,041.42	$33,612.11
3	3.11	Community Events	Yes	$16,304.90	$8,969.25
3	3.12	SARB (Student Attendance Review Board)	Yes	$43,547.97	$13,302.93
3	3.13	Incentives	Yes	$57,000.00	$62,449.67
3	3.14	Training	Yes	$12,424.26	$10,332.53
3	3.15	Communication	Yes	$62,826.55	$62,544.06
3	3.16	Extended Learning	Yes	$455,111.14	$488,848.91
4	4.1	Support Staff	Yes	$3,510,427.92	$3,510,506.63
4	4.2	Training	Yes	$115,500.00	$85,399.04
4	4.3	MTSS	No	$971,690.49	$661,000.74
4	4.4	Education	Yes	$30,826.00	$31,065.64
4	4.5	Safety	Yes	$200,000.00	$7,748.19
4	4.6	Wellness Center	Yes	$600,000.00	$224,572.18
5	5.1	Instructional Support/Training	No	$142,103.00	$132,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Supplemental Supplies/Materials	No	$10,000.00	$10,492.63

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)
$14,801,218	$20,125,734.08	$14,225,132.68	$5,900,601.40	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	Hire/Retain Teachers	Yes	$10,000.00	$16,479.78		
1	1.2	Training/Professional Development	Yes	$11,000.00	$19,593.18		
1	1.3	Academic Support	Yes	$3,241,890.78	$2,640,666.98		
1	1.4	Supplemental Curriculum	Yes	$3,138,646.61	$28,696.31		
1	1.5	Instructional Technology	Yes	$1,338,000.00	$905,954.58		
1	1.6	English Language Learners Support	Yes	$33,464.69	$31,259.30		
1	1.7	Homeless/Foster Youth Support	Yes	$187,833.55	$220,180.18		
1	1.8	CTE/Dual Enrollment	Yes	$1,167,584.62	$972,107.08		
1	1.9	Professional Learning Communities (PLCs)/Data Teams	Yes	$568,950.00	$594,570.68		
1	1.10	Class Size	Yes	$157,653.86	$157,114.24		
1	1.11	Restructure/Improve Libraries	Yes	$1,500,000.00	$202,550.00		
3	3.1	Support Staff	Yes	$445,869.19	$459,687.90		
3	3.2	Family Nights	Yes	$6,500.00	$6,219.06		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Enrichment	Yes	$135,126.12	$115,346.77		
3	3.4	Performing Arts	Yes	$463,990.35	$505,060.03		
3	3.5	Sports	Yes	$2,125,041.21	$2,129,338.41		
3	3.6	Communication	Yes	$473,550.00	$826,468.50		
3	3.7	Parent Training	Yes	$6,260.36	$2,603.47		
3	3.8	Parent Participation	Yes	$54,143.39	$8,461.02		
3	3.9	Family Resource Center	Yes	$306,673.57	$316,274.88		
3	3.10	Positive Behavioral Interventions and Supports (PBIS)	Yes	$36,041.42	$33,612.11		
3	3.11	Community Events	Yes	$16,304.90	$8,969.25		
3	3.12	SARB (Student Attendance Review Board)	Yes	$43,547.97	$13,302.93		
3	3.13	Incentives	Yes	$57,000.00	$62,449.67		
3	3.14	Training	Yes	$12,424.26	$10,332.53		
3	3.15	Communication	Yes	$62,826.55	$62,544.06		
3	3.16	Extended Learning	Yes	$186,806.76	$82,842.16		
4	4.1	Support Staff	Yes	$3,505,427.92	$3,464,351.21		
4	4.2	Training	Yes	$112,000.00	$84,399.04		
4	4.4	Education	Yes	$21,176.00	$11,377.00		
4	4.5	Safety	Yes	$100,000.00	$7,748.19		

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	**4.6**	Wellness Center	Yes	$600,000.00	$224,572.18		

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)
$36,076,690	$14,801,218	14.252%	55.279%	$14,225,132.68	0.000%	39.430%	$5,717,735.18	15.849%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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