LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced Union High School District
CDS Code: 24-65789-0000000
School Year: 2024-25
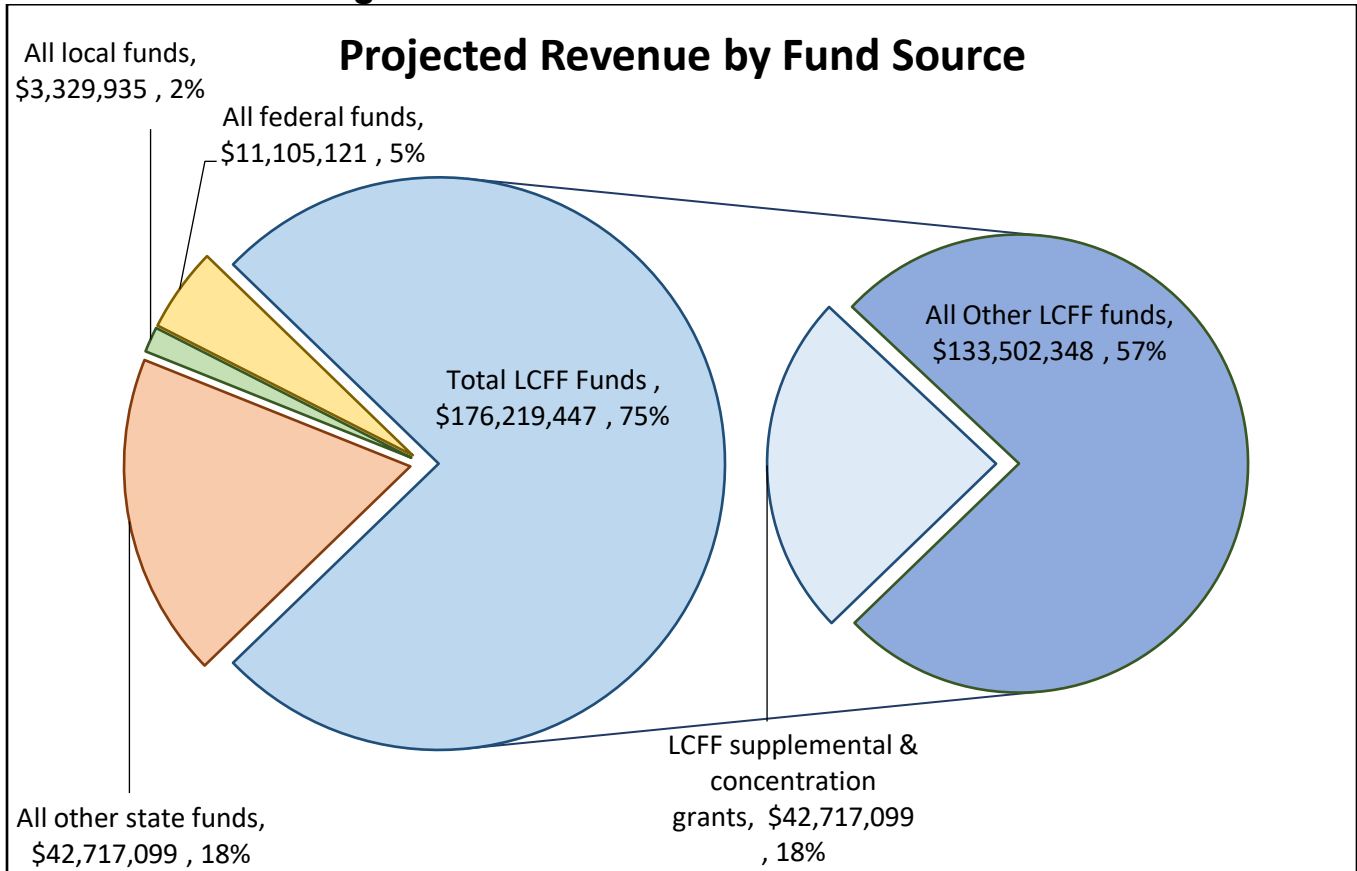LEA contact information:
Alan Peterson
Superintendent
apeterson@muhsd.org
209-325-2020

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 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $3,329,935 , 2%

All federal funds, $11,105,121 , 5%

Total LCFF Funds , $176,219,447 , 75%

All Other LCFF funds, $133,502,348 , 57%

All other state funds, $42,717,099 , 18%

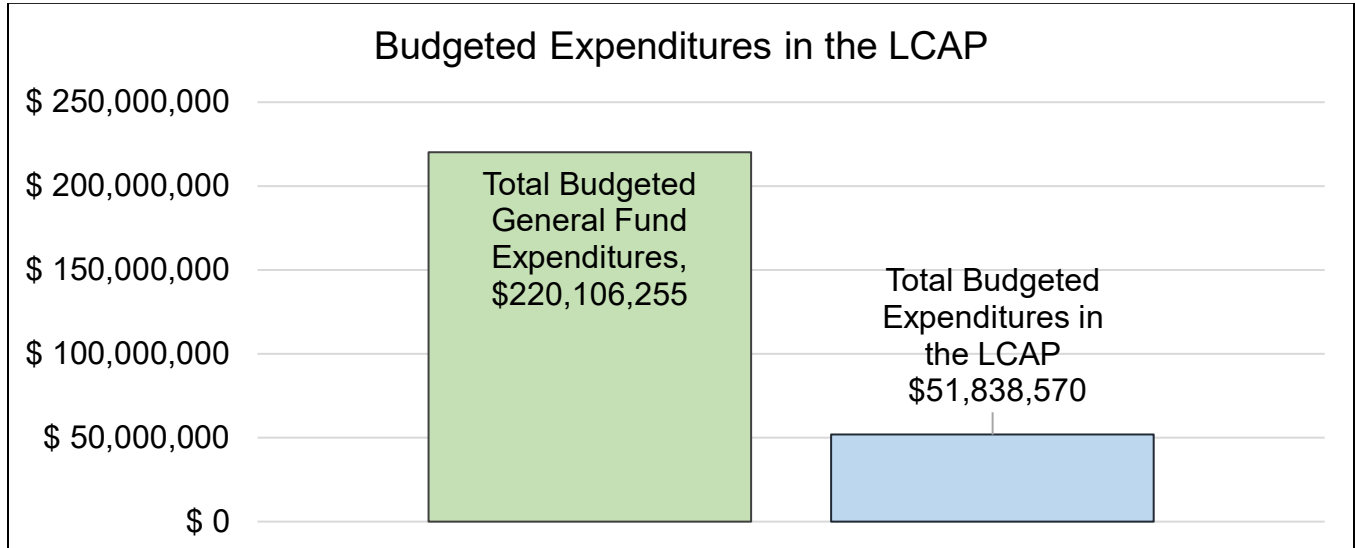LCFF supplemental & concentration grants, $42,717,099 , 18%

This chart shows the total general purpose revenue Merced Union High 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 Merced Union High School District is $233,371,602, of which $176,219,447 is Local Control Funding Formula (LCFF), $42,717,099 is other state funds, $3,329,935 is local funds, and $11,105,121 is federal funds. Of the $176,219,447 in LCFF Funds, $42,717,099 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.

Budgeted Expenditures in the LCAP

$ 250,000,000	
$ 200,000,000	Total Budgeted General Fund Expenditures, $220,106,255
$ 150,000,000	Total Budgeted Expenditures in the LCAP $51,838,570
$ 100,000,000	
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Merced Union High School District plans to spend for 2024-25. 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: Merced Union High School District plans to spend $220,106,254.50 for the 2024-25 school year. Of that amount, $51,838,569.85 is tied to actions/services in the LCAP and $168,267,684.65 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
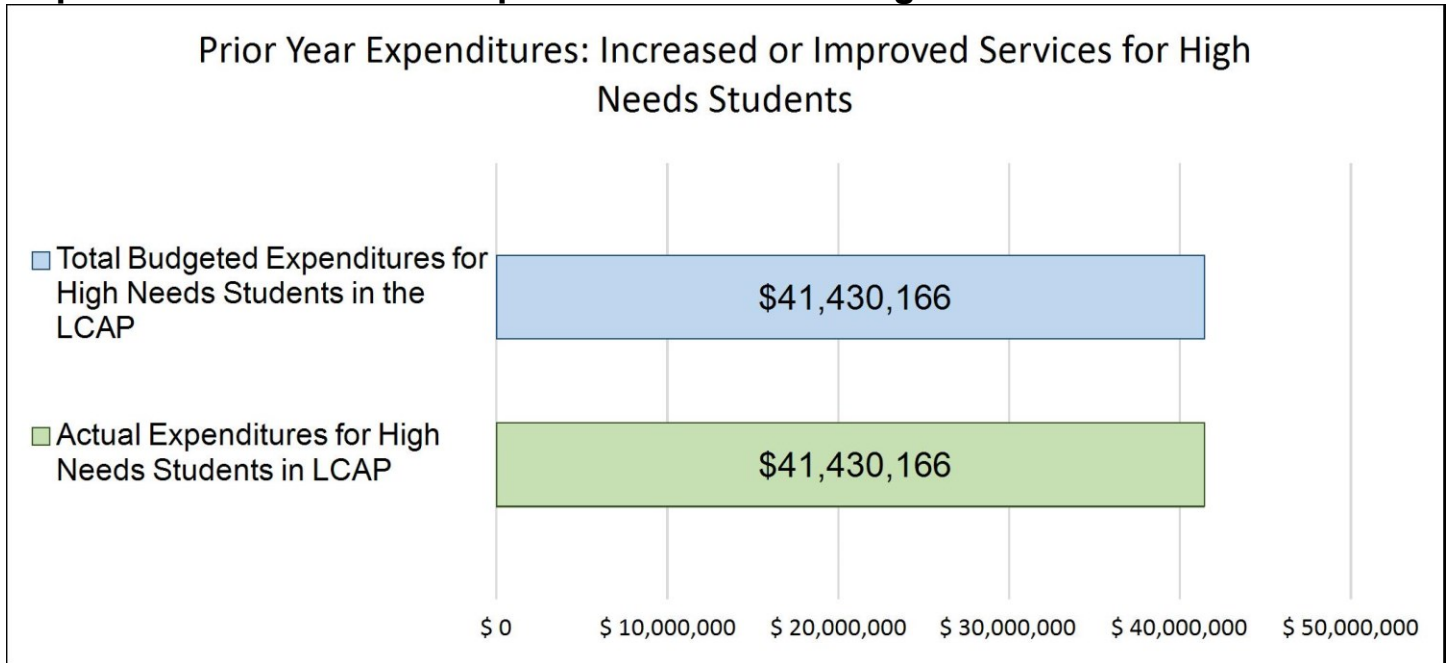
Salaries, Benefits, Books and Supplies, Services, Capital Outlay, Other Outgo and Transfers Out

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Merced Union High School District is projecting it will receive $42,717,099 based on the enrollment of foster youth, English learner, and low-income students. Merced Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced Union High School District plans to spend $42,717,099 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$41,430,166**

☐ Actual Expenditures for High Needs Students in LCAP: **$41,430,166**

(x-axis: $0, $10,000,000, $20,000,000, $30,000,000, $40,000,000, $50,000,000)

This chart compares what Merced Union High 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 Merced Union High 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 2023-24, Merced Union High School District's LCAP budgeted $41,430,166 for planned actions to increase or improve services for high needs students. Merced Union High School District actually spent $41,430,166 for actions to increase or improve services for high needs students in 2023-24.

Merced Union High School District

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2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced Union High School District	Alan Peterson Superintendent	apeterson@muhsd.org 209-325-2020

Goals and Actions

Goal

Goal #	Description
1	All students will be college and career ready. All students in the MUHSD will take graduation required courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils "prepared" on the College/Career Indicator	63% (2019)	67.6% (2020)	This assessment data was not available statewide as the administration of the 2021 summative assessments may not have been the most viable option due to COVID-19.	36.6% (2023) This measurement changed on the 2023 Dashboard compared to 2020 Dashboard on how the State measured the CCI.	Percentage of pupils "prepared" on the College/Career Indicator will increase by at least 2.0% (one or more performance levels) with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.
Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met	47.23% of Students Met or Exceeded Standards (2019)	46.60% of Students Met or Exceeded Standards (2021)	40.79% of Students Met or Exceeded Standards (2022)	39.91% of Students Met or Exceeded Standards (2023)	CAASPP ELA scores will increase for the percentage of students meeting or exceeding standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or Standard Exceeded on CAASPP ELA					with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.
Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met or Standard Exceeded on CAASPP Math	17.31% of Students Met or Exceeded Standards (2019)	20.09% of Students Met or Exceeded Standards (2021)	12.50% of Students Met or Exceeded Standards (2022)	10.82% of Students Met or Exceeded Standards (2023)	CAASPP Math scores meeting or exceeding standards increase for the percentage of students with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.
District Assessments in math and English	New Metric	New Metric	Math 3rd Q Benchmark IM A 26.33% IM B 39.50% IM 1 57.08%	Math 3rd Q Benchmark IM A 29% IM B 41% IM 1 63%	All school sites will administer district assessments in math and English to collect data on student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			IM 2 48.00% IM 3 42.30% (2023)	IM 2 48% IM 3 45% (2024) English 3rd Q Benchmark English I 43% English II 58% English III 46% English IV 50% (2024)	groups to show that all students meet or exceed grade level standards with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.
AP Pass Rate of pupils scoring 3 or higher on AP exam(s)	51.27% (2019-20)	40.98% (2021)	43.48% (2022)	28.99% (2023)	MUHSD will increase AP Pass Rate of pupils scoring 3 or higher on AP exam(s) by 3%.
CTE Enrollment	89.48% (Fall 2020)	86.98% (Fall 2021)	89.34% (Fall 2022)	85.63% (Fall 2023)	CTE enrollment will maintain or increase with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					students and students with disabilities.
F Rate- Percent of total pupils with one or more "F" grades	36.5% (Fall 2020)	27.64% (Fall 2021)	25.87% (Fall 2022)	22.28% (Fall 2023)	Percentage of pupils with one or more "F" grades will decrease with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.
School sites will meet State and local assessments and survey(s) completion percentage requirements	CAASPP - New Metric CAST - New Metric ELPAC - New Metric HMH Reading Inventory - New Metric Panorama - New Metric	CAASPP - 96.2% CAST - 93.8% ELPAC - 89.5% HMH Reading Inventory - 95% Panorama - 76.3% (2021-22)	CAASPP - 98.67% CAST - 97.45% ELPAC - 97.7% HMH Reading Inventory - 95% Panorama - 71.9% Math Benchmark - 93% (2022-23)	CAASPP - 96% CAST - 96.49% ELPAC - 97.3% English Benchmark - 94.6 % Panorama - 81.95% Math Benchmark - 94.3% (2023-24)	All school sites will meet the completion percentage requirement for State and local assessments and survey(s): CAASPP (math and English)/CAST (science) 95%, ELPAC 95%, Reading Inventory 95%, Panorama 85%, math and English Benchmarks (95%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores	47.23% of Students Met or Exceeded Standards (2019)	46.60% of Students Met or Exceeded Standards (2021)	40.79% of Students Met or Exceeded Standards (2022)	39.91% of Students Met or Exceeded Standards (2023)	CAASPP ELA scores will increase for the percentage of students meeting or exceeding standards with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.
CAASPP Math Scores	17.31% of Students Met or Exceeded Standards (2019)	20.09% of Students Met or Exceeded Standards (2021)	12.50% of Students Met or Exceeded Standards (2022)	10.82% of Students Met or Exceeded Standards (2023)	CAASPP Math scores meeting or exceeding standards increase for the percentage of students with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Course Completion Rate	48.6% (2019)	30.6% (2021)	30.4% (2022)	29.5% (2023)	Percentage of pupils completing A-G requirements will increase (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and a career technical education sequence.	New Metric	21.7% (2021)	22.8% (2022)	21.7% (2023)	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and a career technical education sequence will increase by at least 2.0% with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Youth, socioeconomically disadvantaged students and students with disabilities.
CAASPP ELA Score for students with an IEP	7.53% of Students Met or Exceeded Standards (2019)	8.84% of Students Met or Exceeded Standards (2021)	7.11% of Students Met or Exceeded Standards (2022)	6.09% of Students Met or Exceeded Standards (2023)	CAASPP ELA scores will increase for the percentage of students meeting or exceeding standards students with disabilities.
CAASPP Math Scores for students with an IEP	0.84% of Students Met or Exceeded Standards (2019)	1.64% of Students Met or Exceeded Standards (2021)	1.24% of Students Met or Exceeded Standards (2022)	1.42% of Students Met or Exceeded Standards (2023)	CAASPP math scores will increase for the percentage of students meeting or exceeding standards students with disabilities.
CAASPP ELA Score for Foster Youth students	No data from CDE on this metric (2019)	No data from CDE on this metric (2021)	0% of Students Met or Exceeded Standards (2022)	18.8% of Students Met or Exceeded Standards (2022)	CAASPP English scores meeting or exceeding standards will increase for Foster Youth students.
CAASPP Math Scores for Foster Youth students	No data from CDE on this metric (2019)	No data from CDE on this metric (2021)	0% of Students Met or Exceeded Standards (2022)	0% of Students Met or Exceeded Standards (2023)	CAASPP math scores meeting or exceeding standards will increase for Foster Youth students.
Percent of pupils who have successfully completed courses	52.2% (2020)	50.4% (2021)	53.4% (2022)	54.5% (2023)	Percent of pupils who have successfully completed courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.					that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks will increase by at least 2.0% with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

MUHSD's Vision, "Every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript" and Mission, "Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their postsecondary dreams" are encompassed in goal one. These are institutionalized and implemented through MUHSD and all sites in the 2023-24 school year.

To support students to be college and career ready in 2023-24, MUHSD offered thirty-five CTE pathways across fourteen industry sectors. These pathways provided students with a coherent and non-duplicative series of courses, each meeting a minimum of 300 hours. During the 2023-2024 school year, MUHSD had 627 CTE sections with 17,247 students (duplicated) enrolled. Each pathway adheres to the CTE Model Curriculum Standards, engages industry advisory meetings, and prepares students with industry-specific knowledge and skills "necessary to develop and follow their postsecondary dreams." MUHSD also offered early college credit and dual enrollment programs to provide students with college-level coursework opportunities. There were twelve fall and eleven spring CCAP classes available at each site, totaling over thirty-three units for each semester, and MUHSD offered fifty-seven college credit courses equivalent to Merced College and UC Merced A-G courses, along with fifteen Advanced Placement courses and twelve dual enrollment CTE courses in the 2023-24 academic year. All MUHSD students had the opportunity to attend summer school and remediate any failing grade, along with some of MUHSD's sites held a summer bridge program for incoming freshmen to support at-risk populations in their transition to high school. Throughout the 2023-24 school year, all MUHSD sites held Saturday Academies and After School academic and enrichment activities and services to help ensure student college and career readiness.

MUHSD and school sites provided high-quality instruction focused on evidenced and standard based curriculum, essential standards, and student-centered pedagogy to support students in college and career readiness. Every site has an instructional coach to support all teachers and the sites' instructional focus with professional learning opportunities and individual mentoring supports throughout the school year. The district provided Induction support to all new and second year teachers throughout the year through professional learning and one-on-one coaching opportunities. An emphasis was placed on continued professional development for teachers, counselors, administrators, and support staff to identify needs and supports, such as counseling and social-emotional, college and career preparation, and college and career opportunities.

MUHSD and sites continued to support limited and unduplicated student groups in college and career preparation. Special population professional development was provided to all certificated staff throughout the district with additional pull-out days for co-teaching partners. Instructional strategies and tools presentations to support special populations were provided throughout the year by site's instructional coaches and the district Induction team. MUHSD implemented Read 180 and Math 180 for EL, special education, and low performing freshmen to provide literacy and math supports and development to assist students in reaching grade level standards. MUHSD continued to offer two AP waivers for AP exams and dual-enrollment courses and book fees at no cost to students and families. MUHSD continued their partnership with UC Merced in offering a Leadership Development course and providing Gateway Scholars advisors to support low-economic students with ongoing academic advising to ensure that they successfully complete the required college preparatory courses to become eligible to apply to four-year colleges/universities. MUHSD continued their partnership with MCOE on support from Cal-SOAP success coaches to focus on FAFSA and Migrant technicians to support migrant students and families in transitioning to a new high school. At the site level, technology language supports and an extra paraprofessional at each site assisted EL students in academic and CTE courses.

In 2023-24 MUHSD implemented all actions in goal one and there were no substantive differences in the planned actions and the actual implementation of these actions. However, MUHSD still faces many challenges in preparing all students to be college and career ready. Being a secondary school district, MUHSD does not have students K-12 data in its Student Information System and alignment among grade levels feeding into ninth grade, such as curriculum, instructional focus, and professional development. CAASPP scores in both ELA and math are lower than the State average overall and for the majority of the subgroups, and MUHSD has many students coming into ninth grade below grade level. Balancing successful CTE, AP, and dual enrollment programs is difficult due to the size of each school and class size

requirements, teacher credentialing, and post-secondary preparation. In addition, to allow all students to "walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript," MUHSD needs to continue to work with industry and postsecondary partners to provide equity and access for all CTE pathways to work-based learning and dual enrollment opportunities.

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

Action 1.1 planned expenditures were $4,549,354.17 and estimated actuals was about $3,973,808.02. Typically Action 1.1 is salary and the difference was either distributed/coded in other actions or was paid but ESSER funds and COVID remaining funds. Supports and programs still continued.

Action 1.2 and 1.3 was also off about the same amounts as Action 1.1. Supports and programs still continued, but may be paid out of other sources or redistributed/coded in another action.

Action 1.4 actuals show quite a difference in the planned expenditures, $857,407.87 planned to $183,505.16 actuals. Again, there were no major changes in the implementation of this action. Funds may have been redistributed or supplies and supports may have been paid from another funding source.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 College/Career Readiness: 7-Period Day. In 2017, MUHSD moved from a six period day to seven period day to provide more opportunities to access college and
career courses during the school day for all students and subgroup populations (e.g. EL students and SWD having an opportunity to take an elective or extra elective due to their EL and Learning skills period).
Metrics:
- Percentage of pupils "prepared" on the College/Career Indicator increased in 2020 and then no data in 2021 and 2022. Now in 2023, the California Dashboard modified the measurement for this metric and MUHSD decreased by nearly half.
- Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and a career technical education sequence was a new metric to the California Dashboard in 2021, and MUHSD did not have a baseline year. In 2022, MUHSD increased by a percentage, and remained the same in 2023 compared to 2021.
- AP Pass Rate of pupils scoring 3 or higher on AP exam(s) have significantly gone down from 51.27% in 2020 to 28.99%.
Effectiveness:
Overall, MUHSD has been and will continue to be a forerunner in College and Career readiness. Students have ample opportunities within a seven-period day to take multiple CTE and college credit classes. AP class numbers have decreased, but students enrolled in dual enrollment, CCAP, and concurrent college courses have increased dramatically over the last several years. MUHSD continues to partner with Merced Community College District (MCCD) to provide dual enrollment opportunities in all CTE pathways and support all students enrolled in

CCAP and concurrent college courses. With a seven period day, students have more occasions to make up credits/grades throughout the school day. Less students are transferring to alternative education to make up credits with each site having at least one credit recovery period. Saturday Academies and After School tutorial and enrichment opportunities help college and career readiness activities expand past the school day. Attendance continues to improve in these options.

MUHSD will continue with the seven period day. During this LCAP cycle, schools shut down, returned with hybrid, and began post COVID pandemic recovery. The College and Career Indicator was modified on the California Dashboard for 2023. With the original metric, MUHSD continued to make great strides in students prepared for College and Career. However, with the new metric, MUHSD decreased almost by half. In regards to college preparedness, MUHSD continues to drop in their CAASPP scores in ELA and math, AP pass rate of pupils scoring 3 or higher on AP exam(s), A-G Course Completion Rate, and CAASPP ELA Score for students with an IEP. Even though this data shows decreases in student achievement for college preparedness, it isn't necessarily stating the programs and supports currently in place are ineffective, but that MUHSD needs to continue to increase tier two and three supports in academics and personalized/individualized college preparation. With the 2023 Dashboard results, MUHSD and sites recognize the importance of creating a college and career campaign to highlight and educate educational partners on the new metrics, increase depth of knowledge and teaching standards-based curriculum in daily instruction, continue reviewing middle student data for ninth grade placement, and revising Freshman Seminar to implement college and career planning for students to be college and career prepared.

Action 1.2 District-level Supports for College/Career Readiness and Action 1.3 Site Instructional Programs and Supports for College/Career Readiness. During the last three years and post-Covid pandemic, MUHSD provided high-quality instruction by institutionalizing the use of must-have instructional strategies, evidenced and standard based curriculum, essential standards, student-centered pedagogy, and evidenced based support to prepare students to be college and career ready. Instructional programs and supports identified were implemented at the site level to ensure students are college and career ready. With the graduating Class of 2020, MUHSD implemented the graduation requirement that all students are to have 20 credits of CTE course work, with 10 of those credits being in a CTE capstone course.

Metrics:
- CAASPP ELA Scores continue to decrease over the last three years.
- CAASPP Math Scores increased from 2019 to 2021, but have continued to decrease to 10.82% of students meeting or exceeding standards.
- District Assessments in math and English have been given this last year. Math was given last year also and made increases in majority of the levels. English gave their first local assessment this semester.
- CTE Enrollment has fluctuated over the last four years from 89% to 86% to 89% and back to 85.6%. With CTE being a graduation requirement, students meet their CTE credits. With the seven period day, many students are able to complete their credits by their junior year.
- F Rate decreased every year from Fall 2020 to Fall 2023.
- State and local assessments and survey(s) completion has stayed above the State requirement of 95% in the last three years of measurements for required State tests.
- A-G Course Completion Rates decreased over the last three years.
- Pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study overall increased from 2020 by 2%.

Effectiveness:
Awareness and data conversations will continue to increase within MUHSD and its sites. Educational Services has began site data chats to

help sites become more aware of the metrics being measured by the State. MUHSD is working with school sites and creating a campaign to let all educational partners understand the State measurements. MUHSD continues to evaluate their curriculum for Math and English as new programs have been identified to update current textbooks. MUHSD has also implemented local benchmarks in math and ELA to help drive local data discussions. MUHSD continues to improve their CTE programs and strives to have all pathways with dual enrollment, work-based learning, and industry certification opportunities. MUHSD F rate continued to decrease, which shows MUHSD's focus on tier two and three supports across all courses, the addition of Math 180 and English 180, and continued instructional professional development are supporting students in passing. In regards to career readiness, MUHSD increased the percentage of pupils who have successfully completed courses that satisfy requirements for CTE sequences in 2023-24. MUHSD continues to enhance CTE pathways to help unlock future workforce potential. MUHSD CTE enrollment decreased, but that is mainly due to the seven-period day and students having the ability to complete pathways throughout their high school, and not necessarily just their senior year. Reviewing Transcripts Evaluation System data will help ensure sites support students in their A-G completion.

MUHSD State test scores continued to decrease in this post Covid pandemic recovery period. These actions need to be unpacked and supported item by item with data driving supports and programs to help increase these metrics in the next LCAP cycle.

Action 1.4 Site Instructional Supplemental Supplies and Supports to prepare Limited to Unduplicated Student Groups for College/Career Readiness. Instructional supplemental supplies and supports were identified based on the needs at the site level to ensure students are college and career ready. With the return to in-person education after the COVID pandemic, MUHSD evaluated and implemented supports for unduplicated students.

Metrics:

- CAASPP ELA Score for students with an IEP had an increase in 2021, but has decreased in the last two years.
- CAASPP Math Score for students with an IEP has fluctuated over the last four years, ending with an increase from the baseline year.
- CAASPP ELA Score for Foster Youth students had data for the last two years and increased from 0% to 18.8%.
- CAASPP Math Score for Foster Youth students had data for the last two years and did not have any students meet or exceed standards.

Effectiveness:

MUHSD was in program improvement for both SWD and Foster Youth students this last year. MUHSD has began implemented districtwide initiatives in supporting unduplicated students in all courses. MUHSD began co-teaching training this year and will continue this each year so all teachers know how to support SWD accommodations within their lessons. CAASPP math scores for students with an IEP and CAASPP ELA scores for Foster Youth students did increase from 2022 to 2023. This shows that additional supports, such as Math180 and co-teaching professional development, for our special education students has made a difference. Foster Youth quarterly forums and supports, such as small group grade reflections and empowerment mentoring, had impacted students to show what they know on State testing.

Overall, MUHSD has been and will continue to be a forerunner in College and Career readiness. All actions in Goal 1 have been effective. However, to correlate with the data, MUHSD will add to these actions to plan for 2030, the future of education, and helping all students become College and Career Ready.

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

All actions in goal one are integrated to support students through the district and site identified supports to implement programs needed to prepare students for postsecondary and life readiness. At the secondary level, there are many metrics to support MUHSD's effectiveness in making progress towards all students being college and career ready. As shown in our data in goal one, MUHSD still faces many challenges in preparing all students to be college and career ready. Being a secondary school district, MUHSD does not have alignment middle school feeding into ninth grade, such as data, curriculum, instructional focus, and professional development. MUHSD continued to have many students coming into ninth grade below grade level. Even though the data may not show improvement, MUHSD will continue to improve supports and programs to assure students are college, workforce, and life ready.

MUHSD modified goal one from "All students will be college and career ready. All students in the MUHSD will take graduation required courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school." to "College and Career Readiness: MUHSD students will acquire the skills necessary to develop and pursue post-secondary goals." As MUHSD plans for 2030 and works with educational, community, and industry partners, an emphasis will be on identifying and implementing the necessary skills that align to standards and for students to be post-secondary ready. With the new requirement of having an action and metric for every lowest indicator on the California Dashboard, MUHSD and its sites will add an action and metric per lowest indicator. These actions and metrics are more specific to each site and still correlate to overall required State actions. From reviewing data, MUHSD will work on a campaign to make all educational partners aware of what the State considers College and Career Ready and what the metrics that are included in their measurements to improve student readiness and success.

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.

Goals and Actions

Goal

Goal #	Description
2	All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students suspended	2.3% (2019-20)	0.3% (2020-21)	3.0% (2021-22)	3.1% (2022-23)	Percentage of students suspended will decrease by 0.5%.
Percentage of students expelled	0.57% (2019-20)	0% (2020-21)	0.7% (2021-22)	0.8% (2022-23)	Percentage of students expelled will decrease by 0.10%.
Graduation Rate-Percentage of 4-year cohort of students graduating	95.2% (2019-20)	92.8% (2020-21)	94.2% (2021-22)	94.7% (2022-23)	Graduation rate will increase by 2%.
Drop-out rate-Percentage of 4-year cohort of students dropping out of school	3.19% (2019-20)	3.7% (2020-21)	3.9% (2021-22)	2.6% (2022-23)	Drop-out rate will decrease by 0.5%.
Percentage of students completing the California Healthy Kids Survey for safety and school connectedness	77.5% (2019-20)	76% (2021-22)	82.3% (2022-23)	90% (2023-24)	Percentage of students completing the California Healthy Kids Survey for safety and school connectedness will increase by 2.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT) rating of campus	97% (2019-20)	95.6% (2021-22)	97.8% (2022-23)	98.2% (2023-24)	FIT rating will increase by 1%.
Safety plan implementation as measured by completion of safety activities and training included in plan.	100% (2019-20)	100% (2021-22)	100% (2022-23)	100% (2023-24)	Safety plan implementation will maintain at 100%.
Percentage of parents/guardians participating in and/or providing input regarding school and/or district events including parents of unduplicated pupils and individuals with exceptional needs (Back-to-School Night attendance).	New Metric	New Metric	15.6% (2022)	13.9% (2023)	Increase the percent of parents participation, including parents of unduplicated pupils and individuals with exceptional needs.
Results of food quality student surveys measuring food freshness, flavor, and cultural appropriateness.	Culturally Diverse Selection - 69.7% Agreed The Taste of Food - 18.6% Good and 66.4% It's Okay Meal Quality Increased - 51.9% Agreed	Culturally Diverse Selection - 57.7% Agreed The Taste of Food - 16.4% Good and 63.5% It's Okay Meal Quality Increased - 14.7% Yes and 56.8% Stayed the Same (2021-22)	Culturally Diverse Selection - 53.7% Agreed The Taste of Food - 13.2% Good and 61.5% It's Okay Meal Quality Increased - 18.4% Yes and 51% Stayed the Same (2022-23)	Culturally Diverse Selection - 43.6% Agreed The Taste of Food - 38.4% Delicious/Pretty Good and Good and 46.6% It's Okay Meal Quality Increased - 28.2% Yes and 46.6%	Student ratings will demonstrate high level of satisfaction in food freshness, flavor, and cultural appropriateness and will increase by 5% in each area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Stayed the Same (2023-24)	
Percent of staff rating "Supportive and Inviting Place to Work" with "Agree" or "Strongly Agree" (Connectedness)	90% (2019-20)	85% (2021-22)	85% (2022-23)	85% (2023-24)	Increase staff rating "Supportive and Inviting Place to Work" with "Agree" or "Strongly Agree" by 4%.
Number of parents completing the California Healthy Kids Survey.	318 surveys submitted	1,100 surveys submitted (2021-22)	565 surveys submitted (2022-23)	721 surveys submitted (2023-24)	Increase parents completing the California Healthy Kids Survey by doubling the number of submissions.
Percentage of students rating school safety as "safe or very safe" on the California Healthy Kids Survey	52.5% (2019-20)	50% (2021-22)	46% (2022-23)	46% (2023-24)	Increase the percentage of students rating school safety as "safe or very safe" on the California Healthy Kids Survey by 5%.
Percentage of students rating school connectedness as "agree or strongly agree"	53% (2019-20)	49% (2021-22)	47.5% (2022-23)	47% (2023-24)	Increase the percentage of students rating school connectedness as"agree or strongly agree" by 5%.
Annual percentage of average daily attendance at	95.72% (2019-20)	91.15% (Fall 2021)	93.27% (Fall 2022)	93.36% (Fall 2023)	Increase the percentage of student attendance at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
comprehensive high schools.					comprehensive high schools by 1%.
Percentage of chronically absent students (absent more than 10% of available days).	16.8% (2018-19) No Data for 2019-20 due to COVID	77.8% (2020-21)	40.6% (2021-22)	28.1% (2022-23)	Decrease the percentage of chronically absent students by 2.5%.
Percentage of parents rating "School allows input and welcomes parent contributions" as "Agree or Strongly Agree" (connectedness and seeking parent input)	74% (2019-20)	71% (2021-22)	67.5% (2022-23)	62% (2023-24)	Increase parent rating for connectedness and allowing parent input and contributions by 3%
Percentage of parents rating that school is a safe place for students that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	82% (2019-20)	83% (2021-22)	78% (2022-23)	81% (2023-24)	Increase parent rating for school safety by 3%
Percent of staff who completed the California Healthy Kids Survey on a safe place for staff that "Agreed or Strongly Agreed"	90% (2019-20)	86% (2021-22)	84% (2022-23)	83% (2023-24)	Increase staff rating for school safety by 2.5%
Percentage of educational partners rating communication	Teachers communicate with parents - 72%	Teachers communicate with parents - 72%	Teachers communicate with parents - 58%	Teachers communicate with parents - 61%	Increase percentage of educational partners approval of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meaningful and beneficial (CHKS - Very well and Just okay percentage).	Schools providing information to parents - 75% (2019-20)	Schools providing information to parents - 77% (2021-22)	Schools providing information to parents - 86% (2022-23)	Schools providing information to parents - 87% (2023-24)	two-communication being meaningful and beneficial
Percentage of participation in extracurricular activities	42.82% (2019-20)	28.09% (Fall 2021)	42.72% (Fall 2022)	75.05% (Fall 2023)	Percentage of participation in extracurricular activities will increase by 5%.
Percentage of participation in extracurricular activities broken down by subgroup populations	American Indian/Alaskan Native - 49.44% Asian - 37.89% Black/African American - 36.46% Hispanic/Latinx - 44.44% Two or more races - 48.21% White 38.13% (Fall 2019)	American Indian/Alaskan Native - 19.78% Asian - 28.01% Black/African American - 32.33% Hispanic/Latinx - 26.72% Two or more races - 6.67% White 27.4% (Fall 2021)	American Indian/Alaskan Native - 42.58% Asian - 42.75% Black/African American - 48.3% Hispanic/Latinx - 41.77% Two or more races - 21.64% White 42.66% (Fall 2022)	American Indian/Alaskan Native - 77.15% Asian - 81.93% Black/African American - 78.55% Hispanic/Latinx - 74.28% Two or more races - 34.87% White 75.8% (Fall 2023)	Percentage of participation in extracurricular activities will increase by 3% for each subgroup.
Percentage of students with IEP's suspended	2.8% (2019)	0.9% (2021)	3.8% (2022)	5.4% (2023)	Percentage of students suspended will decrease by 0.5%.
Percentage of African American students suspended at least once	8.8% (2019)	0.7% (2021)	8.4% (2022)	6.9% (2023)	Percentage of students suspended will decrease by 1.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of foster youth students suspended at least once	9.7% (2019)	0.8% (2021)	12.7% (2022)	10.2% (2023)	Percentage of students suspended will decrease by 1.5%.
4-year cohort graduation rate of foster youth	88.1% (2019)	73.2% (2021)	66.7% (2022)	75% (2023)	Graduation rate will increase by 5%.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

During COVID and during the post-COVID recovery, MUHSD continued to provide all students breakfast and lunch without cost. Nutritional Services continued to follow all State and Federal guidelines in providing a menu with fresh, flavorful food that is a reflection of the cultural diversity of the population. This last school year, the Director of Nutritional Services worked with the school's Site Councils in touring the site's cafeterias and experiencing lunch time among the students. Council members, parents, staff, and students, taste tested daily options and provided feedback on the daily menu and the whole experience.

To support school climate, safety, and services, MUHSD supported salaries for Nurses, Health Aides, Community Liaisons, Intervention Coordinator, College & CTE staff. With more support staff throughout campus and with Merced City Police or Merced County Sheriff supported SRO, MUHSD and school sites had a focus on improving safety and discipline. MUHSD was in ATSI and DA for suspension rates in 2023, which improved this last year and is no longer in program improvement at the sites or for subgroups that were identified in 2023. Across the district, sites have implemented a check-in and out electronic system, MINGA, and have reduced entry spots for safety purposes. Even though some students do not approve of the system for restroom breaks, they do agree that they feel safer knowing that there are more staff and systems in place for their safety. MUHSD continued supporting sites with State and local data to drive conversations and decisions around school climate and safety. Sites incorporated Character Strong and Panorama Surveys as part of their instructional programs and supports to identify needs to ensure safe school climate academically, behaviorally, and social-emotionally. MUHSD and sites continue to identify purposeful and effective tier two and three supports for all students and subgroup populations.

MUHSD's Transportation Department continues to expand and upgrade district buses and the white fleet in order to sustain transportation needs. In addition, MUHSD continued to follow Federal and State guidelines on meeting new transportation clean-air rules and wheelchair accessible vans. Educational Partners still have concerns with the district's two-mile policy and that many students do not have other alternatives besides the school bus to get to school.

Across the district, sites are providing supports and supplemental materials to improve equitable access for limited to unduplicated students. In reviewing the new curriculum for ELA and math, supports for EL and SWD were evaluated in the selection. MUHSD continued with site and district-level professional development for staff to support EL students in all courses, and district led co-teaching training to support teachers together in the classroom to support students IEP accommodations.

Two-way Communication continues to be an importance in the district for meaningful engagement to all educational partners. For students to be successful, families and the community must be involved in the school community. MUHSD Communication Director continues to improve meaningful communication with all educational partners. MUHSD still strives to increase parent and family engagement in supporting students in need. MUHSD's Program Administrator of Parent Engagement and sites' Administrator of Teaching and Learning, continued to survey educational partners on needs and resources to help them better support students.

MUHSD did not have any substantive differences in planned actions and actual implementation of these actions.

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

Action 2.1 planned expenditures were $1,665,299.34 and estimated actuals was about $2,511,209.34. Nutritional Services built a new central kitchen this last year. Excess funds were put towards this expansion and continued with salaries for the Nutritional Services staff.
Action 2.2 planned expenditures were $4,370,224.83 and estimated actual were $4,782,904.15 and 2.3 planned expenditures were $1,717,060.00 and estimated actual were $1,640,813.69. There were no major changes in either of these actions. The small funding difference was due to some of the positions and costs being covered by ESSER and safety funds.
Action 2.5 and Action 2.7 Improving Equitable Access for unduplicated had a difference of $258,122.74 between planned and estimated actuals and SWD had a $16,018.98 difference. No major material differences occurred in implementing these actions. The funding difference was due to funds be distributed through other funding sources, such as ESSERs, Title III, and SWD funds.
Action 2.6 for Two-way Communication had no estimated actuals funds expended. Again, there were no major changes in the implementation of this action. Funds may have been redistributed or supplies and supports may have been paid from another funding source.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 Nutrition Services Support: Providing Student Meals. MUHSD provides all students with free, fresh, flavorful food that is a reflection of the cultural diversity of the population.
Metrics:

- Food quality student surveys measuring food freshness, flavor, and cultural appropriateness, cultural appropriateness has decreased over the four years in diversity rating, but food taste and meal quality has increased in approval.

Effectiveness:

MUHSD will continue to offer free breakfast and lunch that is fresh, flavorful food that is a reflection of the cultural diversity of the population. MUHSD Nutritional Services will continue to survey and work with students and families on providing meals that meet the State and Federal guidelines and that support students' interests.

Action 2.2 School Climate: Safety and Services and Action Site Allocations to Support School Climate. MUHSD and school sites ensured that the school climate remained safe and offered personalized services to students and families. Sites set school-wide goals based on their mission/vision/maxims and acknowledged students who exhibit behavior that leads to progress towards school goals. Sites created an early warning and monitoring system for students who had academic, behavioral or social emotional needs, and used data to drive decisions/conversations.

Metrics:
- Students suspended fluctuated due to the COVID year of at home education. Overall the percentage did increase over the four years.
- Students expelled fluctuated due to the COVID year of at home education. Overall the percentage did increase over the four years
- Graduation rate fluctuated due to the COVID year. Overall the percentage did decrease over the four years
- Drop-out rate fluctuated due to the COVID year. Overall the percentage did decrease over the four years
- Students safety and school connectedness increased over the four year rating.
- Campus Facility Inspection Tool rating did increase overall over the four years.
- Safety plan implementation continued to stay at 100%
- Staff rating "Supportive and Inviting Place to Work" with "Agree" or "Strongly Agree" (Connectedness) dropped after the COVID year, but stayed consistent at 85%.
- Students rating school safety as "safe or very safe" decreased from 2019-20 to 23-24.
- Students rating school connectedness decreased from 2019-20 to 23-24.
- Annual percentage of average daily attendance dropped during the COVID year and stayed consistent after the return to in-person instruction.
- Chronically absent students dramatically increased during COVID and decreased since returning to in-person schooling.
- Parents rating that school is a safe place for students has fluctuated, but overall was consistent.
- Staff rating that school is a safe place for staff has continued to decrease over this plan.
- Participation in extracurricular activities fluctuated during COVID and has increased this last year.

Effectiveness:

MUHSD was in ATSI for African American suspensions at Golden Valley High School and El Capitan High School and DA for Foster Youth in priorities for graduation and suspension rates. MUHSD and these school sites' suspensions rates improved over the last year and are no longer in program improvement for these areas. MUHSD and all school sites were made aware of their data throughout the year, worked with MCOE to conduct a root cause analysis, and partnered with Parsec Education to affirm that data is being entered and collected accurately in the SIS system. MUHSD's support staff has been also effective in assisting in improving not only data entry, but supporting students in Tier two and three supports and safe school facilities. MUHSD can improve on communication with staff and parents on the supports and programs that have been put in place for safety for students and staff. MUHSD also refined their process for entering and collecting data on

extracurricular activities. There was a consistent process that was put in place across the district and at sites this year for more accurate measurement of students being involved.

Action 2.4 Transportation: Bus & White Fleet Expansion/Upgrade. MUHSD expanded and upgraded district buses and white fleet necessary to sustain transportation needs related to various programs and services both in-district and out of the area. This helped ensure continuity of services for all students. MUHSD did not have a metric that pertained directly to this action. However, moving forward with next year's plan, a metric will be added for this action.

Action 2.5 Improving Equitable Access for Limited to Unduplicated Student Group(s) to Ensure and Support School Climate and Action 2.7 Improving Equitable Access for Students with IEP's to Ensure and Support School Climate. MUHSD supported unduplicated student groups with instructional supplemental supplies and supports based on the identified needs at the site level to ensure a safe school climate academically, behaviorally, and social-emotionally for improving equitable access.
Metrics:
- Participation in extracurricular activities by subgroup populations all increased from the baseline and COVID years.
- Students with IEP's suspended did increase from the COVID and baseline years.
- African American students suspended at least once have decreased from the baseline year.
- Foster youth students suspended at least once has fluctuated but has decreased from last year to this year.
- Graduation rate of foster youth decreased from the baseline year, but has improved from last year.
Effectiveness:
Across the district, sites provided supports and supplemental materials to improve equitable access and support tier two and three interventions for limited to unduplicated students. Instructional coaches and district personnel worked with teachers in co-teaching trainings and to develop and implement lessons that were engaging and relevant to reduce behavioral referrals for students with IEP's and support progress towards IEP goals. Engaging and relevant instruction to not only students with IEP's, but all students helped the classroom environment to support all students in the learning process, lower classroom discipline, and improve pass rates. With more tier two and three interventions in place, MUHSD and sites saw an improvement in academic performance (F rates), involvement, and decrease in some unduplicated student discipline data. Foster Youth quarterly forums have also helped assist Foster youth students in their academics and behaviors.

Action 2.6 Two-way Communication. MUHSD and school sites outlined meaningful two way communication expectations for the school community and all
educational partners that go beyond compliance notifications and social media promotions.
- Parents/guardians participating in and/or providing input regarding school and/or district events decreased over the last year.
- Parents completing the California Healthy Kids Survey has fluctuated over the four years and has increased compared to the baseline and last year's data.
- Parents rating "School allows input and welcomes parent contributions" has decreased over each year.
- Educational partners rating communication meaningful and beneficial has fluctuated over the years with an overall increase in schools providing information to parents, but did decrease from the baseline year for teachers communicating with parents.
Effectiveness:
As stated in LCFF Priority 3, Parental Involvement and Family Engagement, "Family engagement is an essential strategy for building

pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.)." MUHSD and sites will continue to have meaningful two way communication expectations for the school community and all educational partners. Effective and authentic family engagement includes parents/guardians participating in their child's education and school activities, providing input and contributions in school decisions, and making communication meaningful to their needs. MUHSD has partnered with Capital Impact Consulting to support MUHSD identify barriers in family communication and participation along with finding the best way to reach all educational partners to reach their needs in assisting in children's success during their high school tenured.

MUHSD continues to improve in their sites' School Climate and Culture. All actions were effective as MUHSD continues to adjust to post-COVID times, plan for the future of education and support students to feel emotionally and physically safe, have a community of supportive relationships, and have a sense of belonging.

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

This LCAP cycle began in the middle of the COVID pandemic. Goals, actions, metrics, data, etc. all had to be modified and fluid to meet the ever changing World dynamics during that time. Due to schools shutting down, at-home instruction, hybrid instruction, highly regulated in-school instruction, etc. education and lives were forever changed. MUHSD will continue to improve supports and programs to assure all student groups with an emphasis on improving equitable access for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities, have stronger student engagement that will extend to a deeper motivation to learn and progress in school.

Goal 2 has been "All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities." and will be changed to "School Climate and Culture: MUHSD students will have a safe environment (emotional and physical), a community of supportive relationships, and a sense of belonging to engage in curricular and extracurricular activities." The goal will be modified to reflect the ever changing World dynamics and the post effects from the current high school students COVID experience. With understanding educational research, an emphasis is placed on safety first for all students and the importance of engagement and supporting environments to affirm that students are set up for success.

In 2023, MUHSD was in Differentiated Assistance for Foster Youth in all priorities and in Additional Targeted Support and Improvement at GVHS and ECHS for African American suspension rates. MUHSD and these schools sites, over the last year improved in these areas and were not identified in program improvement for the 2023 Dashboard. MUHSD will continue to enhance their tier two and three interventions and supports to provide all students a safe school environment that promotes and respects relationships, involvement, diversity, and a quality education. MUHSD will include these actions and metrics moving into next year's LCAP, and adding more specific actions and metrics that

have been identified by having a red indicator on the 2023 California Dashboard. With sites reflecting on their data and planning specific actions for their lowest indicator, MUHSD and its sites will see improvement in all metrics supporting students in Goal 2.

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.

Goals and Actions

Goal

Goal #	Description
3	The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Educational technology devices & software	100% classrooms equipped with necessary equipment and software licenses, as appropriate	100% classrooms equipped with necessary equipment and software licenses, as appropriate	100% classrooms equipped with necessary equipment and software licenses, as appropriate	100% classrooms equipped with necessary equipment and software licenses, as appropriate	Continue to have 100% of classrooms equipped with necessary equipment and software licenses, as appropriate.
Student connectivity	100% of students who need a MiFi	100% of students who need a MiFi	100% of students who need a MiFi	100% of students who need a MiFi	Continue to provide a MiFi for every student who needs one
Student Chromebooks	100% of students with a Chromebook	100% of students with a Chromebook	100% of students with a Chromebook	100% of students with a Chromebook	Each student will continue to have a Chromebook with 25% annual Chromebook replacement.
Teacher Chromebooks	100% of teachers have accessibility to a Chromebook	100% of teachers have accessibility to a Chromebook	100% of teachers have accessibility to a Chromebook	100% of teachers have accessibility to a Chromebook	Continue to have 100% of teachers have accessibility to a Chromebook
Reclassification Rate- percentage of ELD students reclassifying	8.3% (2019-20)	5.3% (2020-21)	14.0% (2021-22)	14.56% (2022-23)	Reclassification rate will increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as Reclassified Fluent English Proficient (RFEP)					
Attendance percentage of Foster Youth who attend an educational meeting/workshop/training to improve academic outcomes	New Metric	New Metric	14% (2022-23)	61.97% (2023-24)	85% of FY will attend an educational meeting/workshop/training to improve academic outcomes
Students will have access to a broad course of study as measured by analysis of the master schedules	100%	100%	100%	100%	MUHSD will maintain 100% status in offering broad course of study to all students
Percentage of EL students making progress toward English language proficiency	51.6% (2019)	No data due to COVID (2021)	45.7% (2022)	39.7% (2023)	Percentage of EL students making progress toward English language proficiency will increase by 5%
Students have sufficient access to standard-aligned instructional materials	100%	100%	100%	100%	MUHSD will maintain 100% of students having sufficient access to standard-aligned instructional materials.
Percent of teachers participating in English Language Development	100% (2019-20)	100% (2021-22)	100% (2022-23)	97% (2023-24)	MUHSD will maintain 100% of teachers participating in English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development					Development professional development.
Enrollment of unduplicated students enrolled in programs (AVID) to improve educational outcomes.	English Learner - 2.33% Foster Youth - 3.06% Low Income - 9.25% (Fall 2019)	English Learner - 2.63% Foster Youth - 2.5% Low Income - 7.86% (Fall 2020)	English Learner - 3.08% Foster Youth - 5.88% Low Income - 7.09% (Fall 2022)	English Learner - 2.59% Foster Youth - 2.63% Low Income - 6.81% (Fall 2023)	The percentage will increase by 2% annually of the limited populations that are enrolled in program to improve educational outcomes
Programs and services developed and provided to individuals with exceptional needs.	100% of sites have access	100% of sites have access	100% of sites have access	100% of sites have access	MUHSD will maintain 100% of sites having access programs and services provided to individuals with exceptional needs.
Percentage of English Learners having access to CCSS and ELD standards	98% (2019-20)	99.9% (2021-22)	100% (2022-23)	100% (2023-24)	MUHSD will be 100% compliant with all English Learners having access to CCSS and ELD standards.
All sites implement state board adopted academic content standards and curriculum.	100% of sites	100% of sites	100% of sites	100% of sites	MUHSD will maintain 100% of all sites implementing state board adopted academic content standards and curriculum.
Programs and services provided to Low Income, Foster	100% of sites have access	100% of sites have access	100% of sites have access	100% of sites have access	MUHSD will maintain 100% of sites having access programs and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth and English Learners (unduplicated pupils)					services provided to Low Income, Foster Youth and English Learners.
Percentage of time for students with IEP's in a regular class more than 80%	63.24% (2019)	68.3% (2020)	71.25% (2021)	57.73% (2022)	MUHSD will increase students with IEP's in a regular class more than 80%.
Percentage of students with IEP's that earned an F grade on their semester report card	38.82% (Fall 2020)	28.52% (Fall 2021)	31.06% (Fall 2022)	24.3% (2023)	MUHSD will decrease students with an IEP earning an F on their semester report card.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Merced Union High School District provided equitable access to all students and ensured that all students were challenged to reach high standards in a way that maximized individual capacity. MUHSD committed to student achievement by providing technology, technology connectivity, and academic, social-emotional, and extracurricular services to guarantee students across all student groups with an emphasis on African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities, improved their educational outcomes while mitigating any barriers that correlated with any social or cultural factor.

MUHSD continued to be committed to offering child care and parent education to teen parents so they have access to obtain a high school education. The Child Development Center provided students in the Child Development CTE pathway to earn work-based learning experiences in correlation to their career objective. These opportunities were available to all students across the district, ensured equitable access for teen parents, and provided extended learning for future childcare workers. Transportation and aligning school schedules were challenges that were faced in this action.

MUHSD continued instructional programs and supports based on identified needs to ensure equitable access for all students with an emphasis in English Learners, Foster Youth, and Students with IEP's. ASSETs, Saturday Academy, Improve Your Tomorrow mentoring, FY/unaccompanied youth workshops, Student Subgroup Forums, Student Mentors, and Intervention Coordinators supported students

beyond the classroom with tier two and three supports. MUHSD affirmed through data and IEP's that students with disabilities participated in general education classes and improved the pass rate for such classes. MUHSD supported co-teacher training and coaching throughout the year to support staff in providing correct student schedules and accommodations throughout the day. MUHSD is not a unified school district with its feeder schools, so it is always a challenge to identify immediate supports for students as they transition into high school.

MUHSD continued to offer technology connectivity for staff and students throughout campus and at home, if requested, and transportation to school and school events for all students and unduplicated student subgroups. MUHSD and educational partners did develop a team to plan for student and school interactions for low income students. This team continued to meet and create a plan for student and school interactions that include, but are not limited, to building relationships with students, explicitly teaching academic behaviors that will make them successful, and explicitly teaching them about non-academic behaviors that cause barriers to success. Transportation for Low Income Students for Support Services was a challenge due to communication from sites and the district on what can be offered for students. MUHSD will continue to work with families and other educational partners to have this option at every site.

MUHSD and sites continue to expand on more tier one, two, and three opportunities for students to have equitable access to a high school education. No substantive differences in planned actions and actual implementation of these actions.

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.

No major differences between Actions 3.1-3.4 and 3.7-3.9 planned and estimated actuals.
In regards to Action 3.5, there is no documented funds being expended for this action in 23-24. MUHSD still offers this opportunity to students. However, educational partners are unsure how much it is communicated to students and families.
Action 3.6 District-level Technology Infrastructure and Network had a couple million dollars increased on planned to estimated actuals, $7,500 planned to $2,051,478.62 estimated actuals. Originally, this amount was planned for just the networking section of the action. However, technology equipment was added here for estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 Equitable Access & Career Technical Education. In the 21-24 LCAP, there was not a metric for this action. Moving forward with the 24-27 LCAP, MUHSD will have a metric to support this action. This action and funds associated with it ensured equitable access for teen parents and provided work-based learning experiences for students in the Child Development pathway. It was effective and will be included in the 24-27 LCAP.

Action 3.2 District and Site-level Equity Resources & Supports and Action 3.3 Equitable Access for improving Educational Outcomes for

Limited to Unduplicated Student Group(s). MUHSD and sites provided instructional programs and supports based on identified needs to ensure equitable access for all students and with a focus on unduplicated students.

Metrics:

- Students will have access to a broad course of study as measured by analysis of the master schedules maintained at 100% over the time period.
- Students have sufficient access to standard-aligned instructional materials maintained at 100% over the time period.
- Unduplicated students enrolled in programs (AVID) to improve educational outcomes fluctuated for each subgroup. EL did increase over the LCAP period, but FY and SED students decreased.
- Programs and services developed and provided to individuals with exceptional needs maintained at 100% over the time period.
- All sites implement state board adopted academic content standards and curriculum maintained at 100% over the time period.

Effectiveness:

Most of these metrics are tier one supports for all students for all subjects. MUHSD will continue to meet 100% for these required metrics. However, identifying tier two and three supports among these metrics will support all students and unduplicated student groups for individual needs that may not be being met. MUHSD and sites need to continue utilizing data to identify areas and students where more support and guidance is needed in ensuring student success and equitable access. Many students come to MUHSD in ninth grade, not at grade level for the majority of the subjects. Early identifiers (Reading Inventory, Panorama, Math Diagnostic Tests, etc.) in the freshman year will help guide sites in supporting students.

Action 3.4 Develop a Team to Plan for Student and School Interactions for Low Income Students and Action 3.5 Transportation for Low Income Students for Support Services. MUHSD did develop a team to plan for student and school interactions that include but are not limited to building relationships with students, explicitly teaching academic behaviors that will make them successful, and explicitly teaching them about non-academic behaviors that cause barriers to success. There were no metrics associated with these two actions, but MUHSD will continue to support these actions in the next LCAP cycle. Metrics will be established to make these measurable actions moving forward with the 24-27 LCAP plan.

Action 3.6 District-level Technology Infrastructure and Network. MUHSD provided technology equipment, infrastructure and network as appropriate to support staff and students.

Metrics:

- Educational technology devices & software maintained at 100% over the time period.
- Student connectivity maintained at 100% over the time period.
- Student Chromebooks maintained at 100% over the time period.
- Teacher Chromebooks maintained at 100% over the time period.

Effectiveness:

During this LCAP cycle, MUHSD was surviving and educating all students, staff and families through the COVID pandemic and implementing post-COVID recovery plans. Technology access was a crucial component for online and hybrid learning. With technology continually updating and a major part of all future opportunities within education, all areas of a school systems, and postsecondary preparedness, MUHSD will continue providing technology equipment, infrastructure, and network to support students and staff.

Action 3.7 District-level Instructional and Supports for English Learners and Action 3.8 District-level Instructional Supplemental Program and

Supports for Foster Youth. MUHSD and sites provided instructional supplemental supplies, programs and supports based on identified needs to improve educational outcomes for English Learners and Foster Youth students.
Metrics:
- ELD students reclassifying as Reclassified Fluent English Proficient (RFEP) has increased from the baseline and since COVID.
- Foster Youth who attend an educational meeting/workshop/training to improve academic outcomes has increased but did not meet the desired outcome for this metric.
- EL students making progress toward English language proficiency has continually declined over the last few years.
- Teachers participating in English Language Development professional development dropped to 97% this last year and did not meet the desired outcome.
- English Learners having access to CCSS and ELD standards met the desired outcome of 100%.
- Programs and services provided to Low Income, Foster Youth and English Learners (unduplicated pupils) maintained at 100% over the time period.

Effectiveness:
MUHSD will continue to support English Learners and Foster Youth students. MUHSD continues to identify tier two and three supports for these populations and processes in correctly identifying them in the local SIS that matches the CalPads system. Partnering with Parsec Education and training staff on data errors will continue to support students being placed in the correct programs for accurate supports they may need.

Action 3.9 Equitable Access for Students with IEP's. MUHSD provided opportunities for students with IEP's to participate in general education classes and improved the pass rate for such classes.
- Students with IEP's in a regular class more than 80% decreased over this LCAP.
- Students with IEP's that earned an F grade on their semester report card decreased and met the desired outcome for this metric.

Effectiveness:
MUHSD has been in CIM, program improvement for students with IEP's placement and grades. This is a priority in the Special Education department that all students with IEP's are in a regular class more than 80% of their school day and earn passing grades. District personnel are working with sites to identify processes to affirm that SWD are placed in correct courses that match their IEP's and CIM goals. Professional development will continue to support staff in placement, accommodating students with IEP's in daily lessons and in all classes, and aligning their CTE courses with career interests.

MUHSD continues to support all students in an equitable education. All actions were effective, and MUHSD will continue to plan to support all students during their four years with MUHSD.

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

In the 2021-2024 LCAP cycle, MUHSD strived to provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or

cultural factor.   MUHSD will modify this goal to develop academic, career, and social- emotional skills that maximize life-readiness opportunities for all students. With the research and feedback from educational partners, MUHSD plans to have an emphasis on developing life-readiness skills in their four years in high school. The desired outcome is for all students to be prepared for post-secondary opportunities and be prepared for adulthood.

In 2023, MUHSD was in Differentiated Assistance for Foster Youth in all priorities and CIM for SWD. MUHSD improved on its data with FY, however will be still in CIM for SWD. Many of the district and school sites California Dashboard indicators for subgroup and unduplicated student populations are also measured in the red for academic indicators. Sites will have specific actions and metrics supporting students in equitable access to a successful education. MUHSD will continue to enhance their tier two and three interventions and supports to provide equitable access to all students and unduplicated student populations. MUHSD will continue to establish fluid protocols (modified when there are changes in Education Code and Federal laws) that help with identification and placement of unduplicated students in our programs.

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.

Goals and Actions

Goal

Goal #	Description
4	The Merced Union High School District will recruit and retain staff who are fully credentialed, appropriately assigned, and contribute to the overall success of academic and social-emotional outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Staff	98.2% (2019-20)	96% (2021-22)	96% (2022-23)	95.4% (2023-24)	The district will have 100% teachers fully credentialed (highly qualified teachers).
Appropriateness of Assignment	86.6% (2019-20)	76.9% (2021-22)	76.9% (2022-23)	76.7% (2023-24)	The district will have 100% of teachers appropriately assigned.
Professional development on adopted academic standards and/or curriculum framework (focus on math and English)	100% (2019-20)	98.5% (2020-21)	100% (2022-23)	99.7% (2023-24)	The district will maintain the 100% certificated staff professional development participation on adopted academic standards and/or curriculum framework
Percentage of campus liaison officials Crisis Prevention Institute trained	New Metric	New Metric	83.3% (2022)	83.3% (2023)	The district will maintain 100% of campus liaison officials Crisis Prevention Institute trained.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Training Satisfaction	89.5% (2019-20)	91.0% (Fall 2021)	90% (2022-23)	94.4% (2023-24)	Training evaluations with teachers being satisfied with the professional development will improve by 3%.
Percentage of school counselors professional development participation	New Metric	New Metric	80.18% (2022)	98.6% (2023)	The district will maintain 100% of school counselors participation in professional development (Hatching Results).
Percentage of education specialist instructor and general education teachers professional development participation in co-teacher training	New Metric	New Metric	New Metric	96% (2023-24)	The district will maintain 100% of education specialist instructor and general education teachers professional development participation in co-teacher training

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantial differences in planned actions and actually implemented. MUHSD successfully continued to offer site and district professional development for all staff utilizing the site's instructional coach and the district's induction mentors. Professional development had an emphasis on English and math instruction, Depth of Knowledge, Universal Design for Learning, Project based Learning, Artificial Intelligence, Special Populations strategies and support, and social-emotional learning. Associate Principals of Student Support provided CPI training and collaborations to campus liaison officials and staff. For English and math instruction, MUHSD began a new adoption of each curriculum. All educational partners had opportunities to voice their thoughts on the best curriculum moving forward. Many collaborations

occurred this year to support teachers in the options and implementation of the new curriculum. MUHSD is still partnered with MCOE and Carnegie for math PD and had several site collaborations this year to support math instruction. Special Populations PD continued on focusing on providing quality and specific strategies and support opportunities on improving educational supports and outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities. An emphasis was put on Co-teacher Professional Development that supported education specialist instructors and general education teachers in opportunities to provide students with IEP's accommodations that support their learning and success in the classroom. SPED teachers also collaborated to develop a common understanding and language surrounding case management and implementation of IEP's in the classroom setting.

Associate Principals of Student Support provided CPI and Restorative Justice Practices and Implementation training and collaborations to campus liaison officials and staff. ECHS, MHS, and SHS partnered with the Restorative Justice League to support staff and students in fostering healthy relationships and promoting positive school culture. Another success that MUHSD saw in Goal 4 this year was the quality and specific professional development and collaboration opportunities to school counselors to set and coordinate the measurable expectations for counseling services that all students should receive and identify how that will be tracked and reported. This was the last year partnered with Hatching Results, and MUHSD will continue to work with counselors on implementing high quality supports to all students with an emphasis with tier two and three supports.

The MUHSD Superintendent, Human Resource Director, and Educational Services personnel traveled to historically black colleges and universities in the South to aggressively recruit African American staff. In addition, MUHSD has joined a program to advertise MUHSD openings to African Americans. It is still a challenge to draw African American or any outside the area staff to the Central Valley; however, MUHSD will continue to strive to have staff represent their student population.

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.

No major differences between planned and estimated actuals for Action 4.1.
Action 4.2 had a $235,604.85 difference in Budgeted Expenditures and Estimated Actual Expenditures. The staffing was the same, but other funding sources such as ESSER's and Title III were used to pay for Preparing Highly Qualified Staff to Improve Educational Supports and Outcomes for Limited to Unduplicated Student Group(s).
In regards to Actions 4.3 Crisis Prevention Institute Training, Action 4.4 School Counselors Professional Development, Action 4.5 Restorative Justice Practices and Implementation, and Action 4.7 School Co-teacher Professional Development, these actions were still implemented with no major changes. Funds were either coded differently or other funding sources were used in implementing these actions.
Action 4.6 shows only $265.13 expended. However, MUHSD personnel visited several Historically Black Colleges and Universities to Recruit & Retain Highly Qualified Staff to Reflect Limited to Unduplicated Student Group(s). These funds were pulled from other funding sources.

Action 4.1 Recruit & Retain Highly Qualified Staff, Action 4.2 Prepared Highly Qualified Staff to Improve Educational Supports and Outcomes for Limited to Unduplicated Student Group(s), and Action 4.6 Recruit & Retain Highly Qualified Staff to Reflect Limited to Unduplicated Student Group(s). The Merced Union High School District recruited and retained highly qualified personnel and attracted quality candidates who will best represent and serve the diverse needs of our students and families. As a complement to competitive recruitment practices, the district and sites provided quality professional development opportunities with an emphasis in unduplicated student groups.
Metrics:

- Credentialed Staff decreased and did not meet the desired outcome of 100%.
- Appropriateness of Assignment stayed about the same the last three years. It decreased from the baseline year.
- Professional development on adopted academic standards and/or curriculum framework (focus on math and English) was nearly 100% the desired outcome.
- Professional Development Training Satisfaction increased over the LCAP period and met the desired outcome of improving by 3%.

Effectiveness:
MUHSD will continue to hire staff and assign staff appropriately to their credential. HR, principals, and AP of Guidance need to continually communicate when the Master Schedule is being built to affirm correct placement. MUHSD continues to have a higher number of misappropriated staff due to the seventh period athletic section given to coaches/teachers that do not have a Physical Education credential. MUHSD effectively provided training to align with LCAP and Superintendent goals and will continue to focus on high need areas and unduplicated student groups based on data and the State Dashboard results.

Action 4.3 Crisis Prevention Institute Training and Action 4.5 Restorative Justice Practices and Implementation. Student support administrators collaborated with support staff on Crisis Prevention Institute training and Restorative Justice practices and implementation to foster healthy relationships and promote positive school culture.
Metrics:

- Campus liaison officials Crisis Prevention Institute trained stayed the same from last year.

Effectiveness:
In educational partner meetings this was not a concern in feedback this year as it has been in the past. MUHSD will continue to train campus liaisons and support staff to provide a safe climate at all school sites.

Action 4.4 School Counselors Professional Development. The district provided quality and specific professional development and collaboration opportunities, Hatching Results, to school counselors to set and coordinate the measurable expectations for counseling services that all students should receive and identify how that will be tracked and reported.
Metrics:

- School counselors professional development participation increased but fell shyly short of the 100% desired outcome.

Effectiveness:
MUHSD school counselors were able to establish measurable expectations aligned to the counseling standards with the support of Hatching Results. MUHSD counselors will continue to identify tier 1, 2, and 3 supports and implement the services needed to support all students.

4.7 School Co-teacher Professional Development. Education specialist instructors and general education teachers were provided

professional development to increase the opportunities and supports for students with IEP's.
Metrics:
- Education specialist instructor and general education teachers professional development participation in co-teacher training was a new metric and fell 4% short of the 100% desired outcome.

Effectiveness:
This was only year one in co-teaching training. MUHSD will continue to support staff in lesson strategies, student placement, and implementation of IEP's.

MUHSD will continue to recruit and retain staff that are fully credentialed and appropriately assigned, along with supporting staff to be effective, engaging, and innovative. These actions in goal four were effective for the 2023-24 school year.

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

The Merced Union High School District will continue to recruit and retain staff who are fully credentialed, appropriately assigned, and contribute to the overall success of academic and social-emotional outcomes for all students. For the 24-27 LCAP, MUHSD will be re-wording this goal to not only recruit and retain highly qualified teachers, but to have effective, engaged, and innovative staff who are committed to continuous professional growth, ongoing student improvement, and achieving district goals. MUHSD will continue to plan for 2030 and prepare our staff to better prepare our students for the future. A continual emphasis will be on professional development in supporting staff in new teaching strategies that support the future of education, data driven areas, and unduplicated student populations. MUHSD will continue to recruit staff that represent the student population. Action 4.3, 4.4, and 4.5 will be removed from the 24-25 LCAP due to not being a focus and a Superintendent goal as they were in the 21-24 LCAP.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Merced Union High School District	Alan Peterson Superintendent	apeterson@muhsd.org 209-325-2020

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Merced Union High School District (MUHSD) is situated in the central San Joaquin Valley of California, proudly serving a diverse student body of approximately 11,225 students from Merced, Atwater, and Livingston, alongside surrounding unincorporated areas. MUHSD's student population reflects a rich blend of racial, cultural, and linguistic backgrounds, with 71.8% Hispanic, 13% White, 7.7% Asian, 4% African American, and 3.5% other/two or more races. The district's focus on inclusion is evident in its support for various demographics, including 78.1% socioeconomically disadvantaged, 3.6% homeless, 12.2% English Learners, 10.7% students with disabilities, and 0.7% foster youth. Across six comprehensive high schools, a continuation high school, a community day school, adult education, independent studies, and a teaching staff of 514 teachers, MUHSD provides comprehensive educational opportunities to all students.

In 2023, these were the following high schools' student populations reported on the California State Dashboard:
Atwater High School 2,095
Buhach Colony High 1,746
El Capitan High 1,839
Golden Valley High 1,956
Independence High (Alternative) 119
Livingston High 1,156
Merced High 1,894
Sequoia Community Day High 96
Yosemite High (Continuation) 325

Embracing innovation, MUHSD's vision aims for every graduate to possess a diploma, Career Technical Education (CTE) certification/proficiency, and college credit, preparing them for success in their chosen paths. Our commitment to student empowerment is encapsulated in our motto, "A Relevant Education for All," emphasizing rigorous programs and opportunities tailored to students' needs.

The LCAP underscores our dedication to providing opportunity and support, evident in initiatives like the seven-period day and the implementation of multi-tiered systems of supports (MTSS). MUHSD continues to prioritize innovation in teaching and learning, guided by the MUHSD Instructional Framework. MUHSD believes all students can learn, teaches soft skills, creates authentic learning experiences, provides equity and accessibility to all programs, implements best teaching practices, and plans for all students. This has allowed MUHSD to prepare students for high school success. Through collaborative efforts with the community, MUHSD is committed to fulfilling its mission of empowering every student to achieve their post-secondary dreams.

MUHSD is receiving funds for the LCFF Equity Multiplier for Independence, Sequoia, and Yosemite High Schools' prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. These funds will be used to provide evidence-based services and supports for students at these school sites.

Reflections: Annual Performance

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

Reflecting on MUHSD's annual performance, as evaluated through the 2023 California School Dashboard and local data, reveals a comprehensive picture of MUHSD and sites' achievements and areas for growth over the past year. Successes and improvements in the MUHSD and sites' Dashboard data demonstrates the efficacy of our targeted interventions and support programs. Conversely, we have also encountered challenges, particularly in addressing test scores, EL and SWD learners, and the new College and Career Indicator (CCI), showing the need for ongoing refinement of our strategies to ensure equitable and successful outcomes for all students with a focus on unduplicated student groups.

Successes:

MUHSD was in Differentiated Assistance (DA) for the 2022 Dashboard for Foster Youth (FY) students for low performance in Academics, Graduation Rate, and Suspension. In the 2023 Dashboard, MUHSD improved in all performances for FY and is no longer in DA for this subgroup. MUHSD's data awareness and chats, along with the FY student forums, have made sites and students aware of their performance and strategies to improve in these areas.

Golden Valley and El Capitan High Schools were in Additional Targeted Support and Improvement (ATSI) for being in the lowest indicator performance for African American suspensions. In the 2023 Dashboard, GVHS and ECHS improved with their African Americans Suspension rates and are no longer in ATSI for this performance indicator. ECHS implemented Lasso Team Meetings where they reviewed student data, Social Worker referrals for students that identified need, and Peer Counseling Support as interventions to support students in their behavior. They also utilized their Intervention Coordinator, Restorative Justice League Consulting, Personalized Interventions and Mediation for further tier two and three supports for students who indicated that they needed more supports to improve behavior. GHVS implemented Student Success Mentors. Each mentor supported a small group of students throughout the school year through 1:1 and small group support that provided individualized support to identified student populations to improve grades, attendance, behavior, and social emotional well being.

Yosemite High School (YHS) was in Comprehensive Support and Improvement (CSI) for student low performance on the 2022 Dashboard. In the 2023 Dashboard, they exited CSI with improvements in their performance. They focused on increasing student participation rates in completing the CAASPP tests in ELA and math and the ELPAC for EL students. They established clear protocols and expectations for attendance staff in tracking and entering data in Aeries, provided tier two and three supports (transportation needs met, family communication and engagement activities) for students who were at risk for chronic absenteeism, Student Mentor check-ins for students and families, and professional development for teachers to design lessons that fosters active participation and critical thinking daily.

MUHSD increased 1.8% in their graduation rate across the district, and Asians, Hispanics, and Homeless subgroups rated in the highest performance levels for graduation rates. Another success noted from the 2023 Dashboard data is MUHSD's overall suspension rating. MUHSD had 3% suspended at least one day and maintained 0% in their performance indicator for suspensions and rated in the green indicator, second highest performance level. With district led data conversations and sites being more aware of their data performance, students are being identified for supports in academics for graduation and interventions for behaviors. Counseling professional development, Intervention Coordinators and Student Mentors, and overall school culture has helped MUHSD improve in these areas.

BCHS, GVHS, and MHS increased in ELA performance. Focusing on data and with the new curriculum adoption, ELA collaboration occurred more throughout the year for teachers, which help aligned instruction to the standards.

AHS and IHS increased in their math performance. AHS continued to work with MCOE and Carnegie for math supports and collaborations which helped align curriculum and supports to math standards, along with Math180 being introduced to support interventions for students scoring well below grade level.

AHS and BCHS increased in their EL Progress. Teachers implemented consistent curriculum and provided supports to EL's across all courses that help align to the EL standards.

AHS, BCHS, ECHS, GVHS, LHS, and MHS are in the highest rating for Graduation Rate, IHS increased in their graduation rate. Asian (BCHS, ECHS, GVHS, MHS), EL (AHS, BCHS, ECHS, GVHS), Hispanic (AHS, BCHS, ECHS, GVHS, IHS, LHS), Homeless (GVHS), SED (AHS, BCHS, ECHS, GVHS, IHS, LHS, MHS), SWD (GVHS), and White (BCHS, ECHS, GVHS, MHS) subgroups are also in the blue, the highest performance level indicator. Counseling professional development and data conversations helped support increases and maintain graduation rates.

ECHS declined and is in the blue for suspension rates. The subgroups Asian (ECHS, LHS), Hispanic (ECHS), Homeless (LHS), SED (ECHS), and White (IHS) are also in the blue for suspension rates. ECHS was in ATSI and implemented several supports and interventions

to help this improvement. Student Support meetings focused on data and affirming that discipline entries were entered into Aeries accurately.

Improvements Needed:
MUHSD is in Differentiated Assistance for Students with Disabilities (SWD - Action 1.4) and English Language Learners (Action 1.5) for performing in the lowest indicator for Math and ELA State test scores and the new 2023 Dashboard Indicator, College and Career Indicator (SWD Action 1.7 and EL Action 1.6). YHS is in ATSI for the 2023 Dashboard performance in the lowest indicators for Socioeconomically Disadvantaged (SED) students in ELA, math and CCI (Actions 7.1 and 7.3). Sequoia High School is in CSI for the lowest status for suspension rates (Actions 6.1-6.4). MUHSD has worked with Merced County Office of Education to complete a needs assessment, root analysis, and began making actions for 2024-25 school implementation to improve students' success and improvement in these areas.

From the 2023 Dashboard, MUHSD declined in ELA performance and EL's, Hispanic, Homeless, SED, and SWD received the lowest performance level. MUHSD will have an action created (Actions 1.1, 3.2, and 4.4) in this LCAP addressing how we will implement supports and programs to improve these subgroups scores. Math performance also declined, MUHSD is in the red, the lowest indicator performance level, and Hispanic, Homeless, SED, and SWD subgroups also are in the red (Actions 1.1, 3.2, and 4.4). MUHSD continues to have math as a main focus across the district to improve CAASPP scores. Math actions will be addressed in this LCAP and during the three-year LCAP cycle. English Learner Progress also declined in the district. MUHSD plans to implement the new ELPAC Interim Assessment to utilize data to better support students in areas of need. With the new CCI, EL (Action 1.6), FY (Action 3.10), and SWD (Action 1.7) subgroups performed in the very low performance. MUHSD plans to do a CCI campaign to let all educational partners understand the new indicator requirements to have students be State college and career ready.

AHS, ECHS, IHS , and LHS declined in ELA in scores and YHS is in the red (Actions 71. and 7.3). The following subgroups are also in the red, lowest performance level, for ELA scores: EL [ECHS (Action 4.7), LHS (Action 1.14), MHS (Action 1.16)], Hispanic [AHS (Action 1.9), ECHS (Action 1.7), YHS (Actions 71. and 7.3)], SED [AHS (Action 1.9), ECHS (Action 4.7), LHS (Action 1.14), YHS (Actions 71. and 7.3)], SWD [AHS (Action 1.9), ECHS (action 4.7), MHS (Action 1.16)]. Adopting new curriculum, common local assessments, PD and collaborations will be included in these sites actions for this LCAP cycle.

BCHS (Action 4.5), ECHS (Action 4.6), LHS (action 4.9), and MHS (Action 1.15) declined and are in the red for math performance on the 2023 Dashboard. GVHS (Action 1.12) and YHS (Actions 71. and 7.3) are in the red, but maintained their scores. EL [BCHS (Action 4.5), LHS (Action 4.9), MHS (Action 1.15)], Hispanic [BCHS (Action 4.5), ECHS (Action 4.6), LHS (Action 4.9), MHS (Action 1.15)], SED [BCHS (Action 4.5), ECHS (Action 4.6), LHS (Action 4.9), MHS (Action 1.15), YHS (Actions 7.1 and 7.3)], SWD [ECHS (Action 4.6), MHS (Action 1.15)] and white (BCHS, Action 4.5) subgroups are also in the red. Math continues to be a focus goal for the district. Actions will be implemented in this LCAP cycle to affirm the sites' efforts to improve math scores.

ECHS (Action 3.6) and GVHS (Action 3.7) EL Progress declined and is in the red indicator. MUHSD will continue to work with these sites to affirm curriculum and ELPAC Initial Assessments are being implemented.

IHS (Action 5.2) and YHS (Actions 71. and 7.3) are in the very low indicator for CCI. The subgroups EL [ECHS (Action 1.11), LHS (Action 1.13), MHS (action 1.17), YHS (Actions 7.1 and 7.3)], Hispanic [IHS (Action 5.2), YHS (Actions 7.1 and 7.3)], SED (IHS, Action 5.2), Homeless (YHS, Actions 7.1 and 7.3), and SWD [AHS (Action 1.9), BCHS (Action 1.10), ECHS (Action 1.11), YHS (Actions 7.1 and 7.3)] are

in the very low indicator level. MUHSD and sites need to make all educational partners understand this new metric and implement supports and strategies to improve each of those metrics.

SHS and the subgroup, SED, are in red for suspension rates (Actions 6.1-6.4). SHS is in CSI for this indicator.

In conclusion, reflecting on MUHSD's annual performance through the 2023 California School Dashboard and local data reveals both significant achievements and areas requiring further attention. The successes seen in exiting Differentiated Assistance for Foster Youth, and Additional Targeted Support and Improvement for African American suspensions, underscore the impact of our tier two and three interventions and collaborative efforts. The progress made at Golden Valley, El Capitan, and Yosemite High Schools exemplifies how strategic initiatives can lead to tangible improvements in student outcomes. However, the challenges identified, particularly in addressing the academic performance of Students with Disabilities and English Language Learners, emphasize the necessity for ongoing refinement of our strategies. Declines in ELA and Math performance across several subgroups highlight the urgent need for continued focus and tailored support. By addressing these areas through comprehensive plans in the upcoming LCAP cycle, MUHSD remains committed to ensuring equitable and successful outcomes for all students.

Reflections: Technical Assistance

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

MUHSD is in Differentiated Assistance for English Learners (EL) and Students with Disabilities (SWD) for performing in the lowest indicator for Math and ELA State test scores and the new 2023 Dashboard Indicator, College and Career Indicator. YHS is in ATSI for the 2023 Dashboard performance in the lowest indicators for Socioeconomically Disadvantaged (SED) students in ELA, math and CCI. Sequoia High School is in CSI for the lowest status for suspension rates.

MUHSD has worked with Merced County Office of Education to complete a needs assessment, root analysis, and began developing actions for 2024-25 LCAP. With the work done with MCOE, the district and sites created goals and actions to improve students' success in these areas. With the new requirement, all red indicators will have actions and metrics in the 24-27 LCAP. The following actions were created with the DA work supported by MCOE:
Action 1.4, "Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support SPED with a focus on full inclusion" was added to support SWD and improve heir performance.
Action 1.5, "Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL with a focus on full inclusion" was added to support EL Student Academic Performance.
Action 1.6, "Counseling departments and EL site teams will monitor CTE Completers, EL failure rate in CTE courses, College Credit Opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities" was created to support EL Students College and Career Readiness.
Action 1.7, "Counseling departments and SPED teams will monitor CTE Completers, SPED failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of

students and aid students who are close to being eligible for college and career readiness through targeted activities, career interest forms, and IEP accommodations." was developed to support Students With Disabilities College and Career Readiness.

SHS and YHS have introduced their program improvement work to their SSC and ELAC teams and staff. They have incorporated their actions into their SPSA and LCAP Equity Multiplier goals. With the support of MCOE, these sites created:
Goal 6, Within three years, Sequoia High School will reduce the suspension rate by 3% for all students, and particularly for Socioeconomically Disadvantaged, Hispanic, and African American students as measured by the State Dashboard and school discipline data. You can read more about their actions and metrics for Goal 6 on pages 47-49.
Goal 7, MUHSD students at Yosemite High School will enhance college and career readiness among its student body, emphasizing Career Technical Education (CTE) program completion and facilitating certification opportunities to prepare students for gainful employment. The metrics and actions for this goal are found on pages 50-52.

Mid-year, sites and district departments will report on their progress in improving on their low performing and program improvement to the District Leadership Team. In the LCAP annual updates, summaries of progress and narratives on the services and programs that were implemented will be incorporated in the plan.

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.

Sequoia High School (SHS) was identified as eligible for Comprehensive Support and Improvement due to suspension rates. SHS only received a performance level for suspension rate, and did not have student data or a large enough population to have performance levels assigned to other indicators.

Support for Identified Schools

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

Merced Union High School District is assisting Sequoia High School (SHS) in the development of their improvement efforts by applying and receiving Comprehensive Support and Improvement (CSI) funding. The funding will support SHS in their CSI plan to improve suspension rates. From the 2023 California State Dashboard, SHS performance in suspensions overall and socioeconomically disadvantaged students were in the lowest performance indicator.

MUHSD and SHS are partnered with the Merced County Office of Education and are working collaboratively to support SHS's development of its school-level needs assessment and root cause analysis. SHS is working with their School Site Council and English Learner Advisory Committee at their quarterly meetings and educational partners to engage in the process of creating and approving their CSI plan in accordance with their Single Plan for Student Achievement based on the results of the school-level needs assessment and root cause analysis, which reviewed SHS data for enrollment, total suspensions, suspension by subgroups, reasons for suspensions, students

suspension rate at comprehensive sites, student transfer rate, and current interventions. Educational partners were presented this data to gain awareness of the need(s) and resource inequities, develop goal(s) and evidence-based interventions to achieve desired outcomes. CSI goals will be presented to student advisory groups for input also. Staff involvement will continue to take place during general site staff meetings and through specific staff groups, such as the site Intervention Team. SHS administration will continue to survey staff, students, and parents bi-annually for feedback and recommendations on improving student attendance, school involvement, academic supports, college and career readiness, and behavior and suspendable actions.

High suspension rates impact students' access to education and achievement levels for all students. From the needs assessment data and discussion, partners stated that there needs to be more support for students who are being suspended and students lessons on drugs, alcohol, and negative behaviors. Students need to be educated on drug awareness and how to redirect behaviors. Teachers and staff should be trained too to support students prior, during and after negative behavior incidents.

SHS and educational partners decided to have the following evidence-based interventions added to their CSI plan: improve school culture; create an Intervention Center to provide options for students to remain on campus and receive direct interventions rather than being home suspended; a space for organized interventions and support for students; staff to receive Trauma Informed training which will provide them with tools to support students within the classroom as well as all other areas of campus; a Restorative Justice Consultant to provide training and support for staff, small group interventions for students, and provide restorative practices for mediations; and all students to receive drugs/alcohol awareness in order to help prevent non-using students from experimenting and also to encourage students currently using to begin steps towards ceasing use. Funding from CSI will help any resource inequities that may have prohibited SHS implemented these actions prior to receiving CSI funding.

MUHSD will support SHS in their improvement plans and implementation of their goals. The Director of MTSS is housed partially at SHS and will continue to support SHS in lowering suspension rates. SHS will continue to work with all educational partners and district personnel on communication, professional development, and implementations of tier two and three strategies and interventions to support students to be successful at SHS.

Monitoring and Evaluating Effectiveness

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

MUHSD is actively supporting Sequoia High School (SHS) in their Comprehensive Support and Improvement (CSI) process. SHS's plan will be presented for approval and reviewed by the MUHSD cabinet in August, prior to the start of the 2024-25 school year. It is required that the CSI plan be fully developed and approved at the local level no later than the first day of the 2024-25 school year, and SHS presented minutes from their spring SSC and ELAC meetings that this took place. This ensures that students and the school will receive a full year of intervention and support consistent with the CSI plan. In accordance with SHS's Single Plan for Student Achievement, the CSI plan will be presented for approval to the MUHSD Board in the fall.

Throughout the 2024-25 school year, MUHSD will support and evaluate SHS through data conversations, intervention development, professional learning opportunities for staff, and Aeries entries for discipline. SHS is incorporating a site Intervention Team that meets monthly to review student data on attendance, academics, and behavior. Team members and mentors will follow up on a small group of

students flagged through data review, checking in with them during prep periods, calling home, and reporting back to the team on their progress. SHS will continue to work with educational partners at their SSC and ELAC meetings, along with families at their intake meetings. SHS will use their feedback to monitor and evaluate the effectiveness of their CSI plan. MUHSD will ensure SHS is implementing their CSI plan throughout the 2024-25 school year, utilizing funds aligned to the plan, and submitting CSI reports. At quarterly administration meetings, data on attendance, interventions implemented, grades, local benchmarks, student involvement, and student-driven lessons will be reviewed, and SHS's CSI progress will be evaluated. The MUHSD Educational Services Team will collaborate with SHS administration to assess data improvement, discuss necessary changes, and assist in implementing these changes. In December, SHS administration will present a mid-year report to the District Leadership Team to affirm they are implementing their plan, meeting checkpoints, and provide an updated on their progress.

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
Classified Union and Employees (Local bargaining unit of the LEA and other school personnel)	During the development of the 2024-27 MUHSD LCAP, MUHSD engaged Classified Union and employees in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments of members from the Classified Union and employees. Meeting in-person and virtual: March 5, 2024 Informative email with LCAP presentation and feedback survey: March 6, 2024
District English Learner Parent Advisory Committee (DELAC)	During the development of the 2024-27 MUHSD LCAP, MUHSD engaged the District English Learner Parent Advisory Committee in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a virtual meeting to solicit the recommendations and comments of members of the district's DELAC. Virtual meeting: March 12, 2024 Informative email with LCAP presentation and feedback survey: March 13, 2024
Students	During the development of the 2024-27 MUHSD LCAP, MUHSD met with students to solicit the recommendations for new actions and metrics. Meetings: MHS in-person: March 21, 2024 LHS in-person: March 27, 2024

Educational Partner(s)	Process for Engagement
	Informative email with LCAP presentation and feedback survey: March 28, 2024
Certificated Union and Employees (Local bargaining unit of the LEA and teachers)	During the development of the 2024-27 MUHSD LCAP, MUHSD engaged Certificated Union and teachers in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments of members from the Certificated Union and teachers. Meeting in-person and virtual: April 9, 2024 Informative email with LCAP presentation and feedback survey: April 10, 2024
Families (Parents)	During the development of the 2024-27 MUHSD LCAP, MUHSD engaged families in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments from families. Meetings: Site LCAP Meetings in-person: Fall 2023 - each site held two LCAP meetings to inform, collaborate, and engage educational partners for feedback on their site's and district's goals. Virtual: March 19, 2024 MUHSD Programs and Supports Forum held at AHS: April 16, 2024 MUHSD Listening Session in-person and virtual held at YHS: April 25, 2024 MUHSD Action Planning Session in-person and virtual held at MCOE Downtown: May 7, 2024
Community	During the development of the 2024-27 MUHSD LCAP, MUHSD engaged community members in meaningful engagement, comprehensive strategic planning, and accountability and compliance. Held a public hearing to solicit the recommendations and comments from families. Meetings: MUHSD Programs and Supports Forum held at AHS: April 16, 2024 MUHSD Listening Session in-person and virtual held at YHS: April 25, 2024

Educational Partner(s)	Process for Engagement
	MUHSD Action Planning Session in-person and virtual held at MCOE Downtown: May 7, 2024
Principals and Administrators	In the fall 2023, principals and administrators reviewed the district's mission, vision, superintendent goals, and the district's LCAP goals at the MUHSD Administration Welcome Back meetings. The district's LCAP feedback form was emailed to principals and administrators in March 2024 eliciting feedback on the goals, actions, metrics, key areas of focus, and information gathered from educational partners' meetings. In addition, site administrators and principals worked with MCOE on MUHSD's DA work. During these meetings, sites created their actions and metrics for the red indicators for their sites.
Parent Advisory Meetings	In the spring 2024, each site held a meeting to review the MUHSD LCAP planned goals, elicit feedback, and facilitate alignment between the school site and district-level goals for the 2024-27 LCAP. Meetings: AHS: March 20, 2024 BCHS: May 8, 2024 ECHS: October 19, 2024 GVHS: March 7, 2024 LHS: May 16, 2024 MHS: March 20, 2024 SHS: May 9, 2024 YHS/IHS: May 9, 2024
Equity Multiplier Sites	IHS, SHS, and YHS are receiving Equity Multiplier funds and consulted with educational partners, specifically, in the development of the required focus goal, actions, and metrics. In-person Meetings: SHS: May 9, 2024 YHS/IHS: May 9, 2024
District and COE Special Education Administrators	In the fall 2023, special education administrators partnered with Educational Services in drafting the 2024-27 goals. In the spring of

Educational Partner(s)	Process for Engagement
	2024, special education administrators developed actions and metrics for SWD in Educational Services and MCOE DA meetings. On May 20, 2024, an email was shared with the MCOE SELPA that supports MUHSD to solicit the recommendations and comments for SWD on the actions developed by MUHSD's team.

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

MUHSD began planning for the new LCAP cycle in the fall. Sites held their two sites LCAP meetings to provide feedback on alignment between the school site and district-level goals. ThoughtExchange questionnaires were sent out to families, community members, and students. Students were asked, "How can your school better prepare you for a successful life after high school?" and families were asked, "How can your child's school better prepare them for a successful life after high school?"   The responses indicated that students believe their school could better prepare them for life after high school by providing more practical, real-world education. Students also expressed a desire for more self-directed learning opportunities, where they can develop crucial life skills like organization, problem-solving, and critical thinking. They also suggested that schools should build community partnerships to connect students with real-world contexts, and offer more diverse classes that cater to a wider range of career interests. Some respondents suggested that schools should offer more hands-on training and internships, and should tailor their curriculum to match students' interests and career goals. These help lead to the development of Goal One. Additionally, several respondents highlighted the need for schools to involve parents more in the career counseling process, and to provide more support for students dealing with mental health issues. This feedback helped shaped Goal Two.   Also, in the fall, MUHSD Educational Services Department began reviewing the 2023 California Dashboard data, CTE Advisory feedback, and what skills students need to be prepared for 2030. With this information, the Educational Services Department, MUHSD 2030 team, and the district leadership team began drafting all four goals and actions that encompassed supporting and preparing all students, with a focus on unduplicated students, for postsecondary readiness.

In the spring LCAP educational partner meetings, questions were poised to elicit feedback on the needs of MUHSD and school sites to support students during their time in high school and prepare them for their futures. What do you hope for students or your children, school, and district? and What does it look like for a student, school, and district to be successful in high school? helped drive educational partners share their beliefs what the MUHSD school systems should be. This feedback emphasized a holistic approach to student success, advocating for their personal, educational, and emotional needs to be met comprehensively. Key points included providing tutoring for underperforming students (incorporated in goal One), fostering analytical thinking and self-motivation (embedded within Goal One and Two), ensuring students feel cared for and safe (Goal Two), and promoting a sense of belonging (Goal Two and Three). Feedback highlighted the need for empathetic, culturally aligned staff who are well-trained and resilient, as well as strong leadership that is in touch with classroom realities. Equitable access to resources, community and parental involvement, and a nurturing school environment were also shared. Additionally, comments stressed the importance of smaller class sizes, adequate supplies, and effective safety measures to improve student outcomes and create a supportive, respectful, and high-achieving school culture.

In many of the MUHSD LCAP Educational Partner Meetings, the local community advocacy group, Merced Black Parallel School Board were in attendance. Their recommendations for this year are as followed:
1. Aggressively recruit, hire, and retain African American teachers, counselors, and other staff so that their numbers reflect the percentage of African American students in the district (Action 4.11).
2. Work with a consultant that has been identified to develop a detailed plan to increase feelings of students belonging with a focus on the African American and English-speaking Hispanic student populations (Action 3.11).
3. Provide public transportation (bus or van) for students from school to off-site community(and other) support services (Action 3.9).

IHS, SHS, and YHS are receiving Equity Multiplier funds and consulted with educational partners, specifically, in the development of the required focus goal, actions, and metrics. Educational partners for IHS and YHS provided feedback on the importance of getting their children and students college and career ready, "ready for the real-world." IHS's goal and metrics reflect the need to have integrate more hands-on learning experiences; extend students knowledge and skills in authentic, real-world contexts; and project-based teaching methodologies to support students at IHS with a more dynamic and versatile educational experience. YHS developed their goals based on this feedback with a emphasis on Career Technical Education (CTE) program completion and facilitating
certification opportunities to prepare students for gainful employment. Updating and enhancing the CTE curriculum; forging partnerships with local businesses, industries, and vocational institutions; outreach and awareness for all educational partners; and CTE programs with integrating of ELA and math standards are actions in this LCAP that will help YHS students have a competitive advantage in the workforce. SHS families and partners shared that they want a safe place for their student to attend school. SHS's goal and metrics reflect lower suspensions rates, providing direct interventions, Trauma Informed staff training, a Restorative Justice Consultant providing small group interventions, and students receiving small group interventions to help prevent suspensions and providing a safe atmosphere at SHS.

The adopted LCAP for MUHSD was shaped by extensive feedback from students, families, community members, and advisory groups. As you read through the newly developed 2024-27 LCAP goals, actions, and metrics, educational partners' feedback is integrated throughout the plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and Career Readiness: MUHSD students will acquire the skills necessary to develop and pursue post-secondary goals.	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.

MUHSD developed the goal of College and Career Readiness to ensure that all students are equipped with the essential skills and knowledge needed to successfully navigate post-secondary education and career paths. This goal highlights the importance of practical, real-world education and self-directed learning opportunities. By focusing on college and career readiness, the MUHSD aims to provide students with diverse class offerings, hands-on training, and work-based learning opportunities that align with their career interests and goals. Additionally, this goal addresses the need for robust support systems, including tutoring, career counseling, and mental health services, to help students overcome challenges and achieve their full potential. Ultimately, this goal is to prepare students not only academically but also socially and emotionally, fostering a well-rounded foundation for their future success.

The measures listed below facilitate the monitoring and tracking of student performance at the high school level and allow the district and sites to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American, English Learners, Hispanics, Homeless, Foster Youth/unaccompanied minors, socioeconomically disadvantaged students, and students with disabilities. The actions are grouped together under Goal 1 to ensure all students will have ample opportunities to access college and career readiness opportunities and become life ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met or Standard Exceeded on CAASPP ELA	39.91% of Students Met or Exceeded Standards (2023)			45% of Students Met or Exceeded Standards	
1.2	CAASPP ELA Scores	39.91% of Students Met or Exceeded Standards (2023)			45% of Students Met or Exceeded Standards	
1.3	Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met or Standard Exceeded on CAASPP Math	10.82% of Students Met or Exceeded Standards (2023)			20% of Students Met or Exceeded Standards	
1.4	CAASPP Math Scores	10.82% of Students Met or Exceeded Standards (2023)			20% of Students Met or Exceeded Standards	
1.5	District Assessments in math and English	Math 3rd Q Benchmark IM A 29% IM B 41% IM 1 63% IM 2 48% IM 3 45% (2024) English 3rd Q Benchmark English I 43% English II 58% English III 46% English IV 50% (2024)			Math 3rd Q Benchmark IM A 40% IM B 55% IM 1 70% IM 2 70% IM 3 70% English 3rd Q Benchmark English I 65% English II 65% English III 65% English IV 65%	
1.6	School sites will meet State and local assessments and	CAASPP - 96% CAST - 96.49% ELPAC - 97.3%			CAASPP - 96% CAST - 96% ELPAC - 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey(s) completion percentage requirements	English Benchmark - 94.6 % Panorama - 81.95% Math Benchmark - 94.3% (2023-24)			English Benchmark - 96% Panorama - 96% Math Benchmark - 96%	
1.7	Percentage of pupils "prepared" on the College/ Career Indicator	36.6% prepared (2023)			50% prepared	
1.8	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.	54.5% (2023)			65%	
1.9	A-G Course Completion Rate	29.5% (2023)			40%	
1.10	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and a career technical education sequence.	21.7% (2023)			35%	
1.11	Percentage of students who have passed an advanced placement examination with a score of 3 or higher	28.99% (2023)			40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CAASPP ELA and Math Scores for students with disabilities	Students Met or Exceeded Standards (2023) English 6.09% Math 1.42%			Students Met or Exceeded Standards English 10% Math 5%	
1.13	CAASPP ELA and Math Scores for EL students	Students Met or Exceeded Standards (2023) English 3.92% Math 0.72%			Students Met or Exceeded Standards English 10% Math 5%	
1.14	Percentage of EL students who are College and Career Prepared	8.6% prepared (2023)			25% prepared	
1.15	Percentage of students with disabilities who are College and Career Prepared	7.7% prepared (2023)			25% prepared	
1.16	Percentage of AHS students with disabilities who are College and Career Prepared	5.7% prepared (2023)			25% prepared	
1.17	AHS CAASPP ELA Scores for Hisp, SED, and SWD subgroups	Students Met or Exceeded ELA Standards (2023) Hisp 36.25% SED 34.83% SWD 4.69%			Students Met or Exceeded ELA Standards Hisp 50% SED 50% SWD 25%	
1.18	Percentage of BCHS students with disabilities who are College and Career Prepared	6.4% prepared (2023)			25% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Percentage of ECHS EL students and students with disabilities who are College and Career Prepared	Prepared (2023) EL 7% SWD 6.1%			Prepared EL 25% SWD 25%	
1.20	GVHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) 10.72%			Students Met or Exceeded Math Standards 25%	
1.21	Percentage of LHS EL students who are College and Career Prepared	8.5% prepared (2023)			25% prepared	
1.22	LHS CAASPP ELA Scores for EL and SED subgroups	Students Met or Exceeded ELA Standards (2023) EL 5.41% SED 40.43%			Students Met or Exceeded ELA Standards EL 15% SED 50%	
1.23	MHS CAASPP Math Scores for EL, Hisp, SED, and SWD subgroups	Students Met or Exceeded Math Standards (2023) EL 0% Hisp 12% SED 10.86% SWD 0%			Students Met or Exceeded Math Standards EL 10% Hisp 20% SED 20% SWD 10%	
1.24	MHS CAASPP ELA Scores for EL and SWD subgroups	Students Met or Exceeded ELA Standards (2023) EL 7.69% SWD 3.70%			Students Met or Exceeded ELA Standards EL 15% SWD 10%	
1.25	Percentage of MHS EL students who are	6.8% prepared (2023)			25% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College and Career Prepared					
1.26	CAST Scores	18.78% of Students Met or Exceeded Standards (2023)			25% of Students Met or Exceeded Standards	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Academic Performance	The district will develop curricular alignment and course guides to ensure standards-based content is covered in core courses. Local, common assessments, and curriculum guides will be used to drive instruction. A focus for student academic performance will be for EL, Hispanic, Homeless, SED, and SWD subgroup population supports in ELA and	$3,774,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
		overall, Hispanic, Homeless, SED, and SWD subgroups support and performance for math. Metrics 1.1-1.6		
1.2	Student College and Career Readiness	Counseling departments will monitor CTE Completers and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for UC and CSU admission through targeted activities. The district will provide dual enrollment, industry certification, and work-based learning opportunities to prepare all students to be postsecondary and workforce ready. Metrics 1.7-1.10, 1.26	$4,775,261.62	Yes
1.3	Advanced Placement Opportunities	AP teachers are supported through routine, high quality training and opportunities for collaboration with other teachers in their subject matter. The district will offer two Advanced Placement exam fee waivers to all students in order to support student participation. Students identified as current or former foster youth or as an English Language Learner (including LTELs) will have all of their exam fees waived. Counselors, administrators, and district staff need to support unduplicated students enrollment in AP classes. Metric 1.11	$130,000.00	Yes
1.4	Unduplicated Academic Performance	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support unduplicated students with a focus on full inclusion. An emphasis will be on SPED students that are also EL, FY, and/or SED. MUHSD was in the red indicator for Students With Disabilities Academic Performance. This action addresses how the district will improve its performance. Metrics 1.1-1.6, 1.12, 1.13, 1.26	$258,298.18	Yes
1.5	EL Student Academic Performance	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL with a focus on full inclusion. MUHSD was in the red indicator for EL Student Academic	$215,248.48	Yes

Action #	Title	Description	Total Funds	Contributing
		Performance. This action addresses how the district will improve its performance. Metric 1.13		
1.6	EL Students College and Career Readiness	Counseling departments and EL site teams will monitor CTE Completers, EL failure rate in CTE courses, College Credit Opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities. MUHSD was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the district will improve its performance. Metric 1.14	$56,420.00	Yes
1.7	Unduplicated College and Career Readiness	Counseling departments and teams will monitor CTE Completers, failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities, career interest forms, and IEP accommodations. An emphasis will be EL, FY, and/or SED pupils that are also SWD. MUHSD was in the lowest indicator for Students With Disabilities College and Career Readiness. This action addresses how the district will improve its performance. Metric 1.15	$67,704.00	Yes
1.8	AHS Students With Disabilities College and Career Readiness	AHS will complete transcript evaluations by counselors to ensure that students with disabilities have the opportunity to complete a pathway. The information will then be shared with case managers to make sure it aligns with the students' individualized transition plans. Atwater High School will look at the failure rate for SWD in CTE classes to prioritize classes where extra support might be needed. AHS was in the lowest indicator for Students With Disabilities College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.16	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	AHS Student Subgroups ELA Achievement	AHS counselors and administrators will use testing data (Reading Inventory, benchmarks, CAASPP) to ensure that students are placed in reading intervention courses (Read 180) if needed (9th and 10th grade). Atwater High School will create a schedule to maximize opportunities for additional staff support in English classes. AHS was in the red indicator for Hispanic students, SED, and SWD for ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.17	$0.00	No
1.10	BCHS Students with Disabilities College and Career Readiness	BCHS will complete transcript evaluations that will emphasize student voice and choice followed closely by pathway completion to raise SPED CCI. This will be completed in collaboration with counselors and case managers. BCHS was in the lowest indicator for Students with Disabilities College and Career Readiness . This action addresses how the school site will improve its performance. Metric 1.18	$0.00	No
1.11	ECHS EL Students and Students with Disabilities College and Career Readiness	ECHS will complete transcript evaluations, including failure rate data, and support for students and teachers to increase CTE pathway completion. ECHS was in the lowest indicator for EL Students and Students with Disabilities College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.19	$0.00	No
1.12	GVHS Students Math Achievement	GHVS counseling department will ensure students are placed in math courses utilizing multiple measures including entry level placement tests, state and local assessment data, teacher feedback, and student/parent input. GVHS was in the red indicator for Students Math Achievement. This action addresses how the school site will improve its performance. Metric 1.20	$0.00	No
1.13	LHS EL Students College and Career Readiness	LHS counselors will identify students' needs through transcript evaluation and encourage correct placement so that students complete CCI criteria. Counselors will utilize academic planning to assist students in meeting CCI	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		criteria. LHS administrators will work with the Instructional Leadership Team to provide staff on CTE information. LHS Guidance AP will maximize CTE offerings within the master schedule. LHS was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.21		
1.14	LHS EL and SED Students ELA Achievement	LHS will develop an EL support team that will utilize and disaggregate data to assist with planning training to increase EL instructional strategy use across the site. The counseling department at LHS will ensure proper placement of our EL students. Data will be utilized to ensure appropriate placement of EL students along with optimal utilization of our EL paraprofessionals in the classrooms. LHS will utilize benchmark data to drive supports for SED students in ELA. LHS was in the red indicator for EL and SED Students ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.22	$0.00	No
1.15	MHS EL, Hisp, SED, and SWD Subgroups Math Achievement	MHS Counseling Department will ensure accurate and appropriate course placements for students based on placement tests, benchmarks and math growth measures. District benchmark data will also be used to drive PD with support strategies based on identified needs. MHS was in the red indicator for EL, Hispanic, SED, and SWD Subgroups Math Achievement. This action addresses how the school site will improve its performance. Metric 1.23	$0.00	No
1.16	MHS EL and SWD Subgroups ELA Achievement	MHS student test data will be used to determine appropriate placement for students in EL and SWD and to monitor student progress. Data driven discussions using local assessment data will be used to guide on-site professional development opportunities. MHS was in the red indicator for EL and SWD Subgroups ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.24	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	MHS EL Students College and Career Readiness	A transcript evaluation along with the completion of student's academic plans will be used to help plan and support EL students to increase CTE completion. This will be completed in collaboration with counselors and EL teachers. MHS was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.25	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Climate and Culture: MUHSD students will have a safe environment (emotional and physical), a community of supportive relationships, and a sense of belonging to engage in curricular and extracurricular activities.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

MUHSD developed the goal of enhancing School Climate and Culture to ensure that all students thrive in a safe, supportive, and inclusive environment. By fostering a positive school climate, the MUHSD and school sites aim to create a community where students feel cared for, respected, and connected, which is crucial for their overall well-being and academic success. A supportive environment encourages active engagement in both curricular and extracurricular activities, helping students develop socially and emotionally while also excelling academically. This holistic approach not only improves student outcomes but also builds a foundation for lifelong resilience and life readiness, preparing students to succeed beyond high school.

The measures listed below facilitate the monitoring of learning environments and facilities, as well as student and family engagement at the high school level and allow the district and sites to provide the necessary supports to students across all student groups with an emphasis on improving high school and postsecondary success for African American, English Learners, Hispanics, Homeless, Foster Youth/unaccompanied minors, socioeconomically disadvantaged students, and students with disabilities. The actions in this goal will ensure stronger student engagement that will extend to a deeper motivation to learn and progress in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average percentage for all sites Facility Inspection Tool (FIT) rating	90% (2023-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Average of all sites' Back-to-School Night family attendance)	13.9% (2023)			40%	
2.3	The number of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Number of MUHSD parents completing the California Healthy Kids Survey)	721 surveys submitted (2023-24)			1000 surveys	
2.4	Percentage of parents rating "School allows input and welcomes parent contributions" as "Agree or Strongly Agree" on the California Healthy Kids Survey (connectedness and seeking parent input)	62% (2023-24)			75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of parents/guardians rating communication meaningful and beneficial (CHKS - Very well and Just okay percentage).	Teachers communicate with parents - 61% Schools providing information to parents - 87% (2023-24)			Teachers communicate with parents - 80% Schools providing information to parents - 95%	
2.6	Annual percentage of average daily attendance at comprehensive high schools	93.36% (Fall 2023)			96%	
2.7	Percentage of chronically absent students (absent more than 10% of available days)	28.1% (2022-23)			15%	
2.8	Percentage of students suspended	3.1% (2022-23)			2%	
2.9	Percentage of students expelled	0.8% (2022-23)			0.4%	
2.10	Graduation Rate Percentage of 4-year cohort of students graduating	94.7% (2022-23)			97%	
2.11	Drop-out ratePercentage of 4-year cohort of students dropping out of school	2.6% (2022-23)			1.5%	
2.12	Safety plan implementation as measured by completion of safety activities and training included in plan.	100% (2023-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Percentage of students completing the California Healthy Kids Survey for safety and school connectedness	90% (2023-24)			95%	
2.14	Percentage of students rating school safety as "safe or very safe" on the California Healthy Kids Survey	46% (2023-24)			65%	
2.15	Percentage of students rating school connectedness as "agree or strongly agree"	47% (2023-24)			65%	
2.16	Percentage of parents rating that school is a safe place for students that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	81% (2023-24)			90%	
2.17	Percent of staff rating that school is a safe place for staff that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	83% (2023-24)			90%	
2.18	Percentage of participation in extracurricular activities	75.05% (Fall 2023)			85%	
2.19	Percentage of participation in extracurricular activities broken down by subgroup populations	American Indian/Alaskan Native - 77.15% Asian - 81.93% Black/African American - 78.55%			American Indian/Alaskan Native - 85% Asian - 85% Black/African American - 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx - 74.28% Two or more races - 34.87% White 75.8% (Fall 2023)			Hispanic/Latinx - 85% Two or more races - 85% White 85%	
2.20	Percentage of staff rating school connectedness as "agree or strongly agree" (supportive and inviting place for staff to work and collegiality among staff on the CHKS)	84% (2023-24)			95%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Facilities	The district and sites will monitor and repair school facilities given appropriate funding based on the district's project list and priorities. Metric 2.1 and 2.14	$1,230,000.00	Yes
2.2	Family and Community Input	The district and sites will seek general and targeted family and community input through various advisory groups and digital communications tools supporting families with multiple languages. Metrics 2.2 - 2.5	$282,676.67	Yes
2.3	School Climate and Culture	The district will adopt relevant, engaging curriculum that includes supports for unduplicated students, and sites will aid teachers in pedagogy development to support students in a broad course of study that incorporates supports for unduplicated students. Sites will increase school-connectedness through extra-curricular and co-curricular activities. Sites will use MTSS, including data monitoring, to identify students who need interventions across all tiers and domains. Nurses, Health Aides, Social Emotional Support Staff, and Campus Safety Staff. Metric 2.6 - 2.19	$6,115,908.98	Yes
2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	The district and sites will seek general and targeted family and community input through various advisory groups and digital communications tools supporting multiple languages and parental participation for low income, English learner, foster youth students, and students with disabilities. Metrics 2.2 - 2.5	$848,029.69	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equitable Access: MUHSD students will have equitable access to develop academic, career, and social- emotional skills to maximize life-readiness opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MUHSD has developed the goal of Equitable Access to ensure that all students, regardless of their background or circumstances, have the necessary opportunities to develop academic, career, and social-emotional skills. This goal addresses the need for fair and inclusive access to resources, support, and programs. By focusing on equitable access, MUHSD aims to level the playing field, providing every student with the tools and support they need to succeed. This includes targeted interventions for underperforming students, diverse educational pathways, and comprehensive support services to address social-emotional needs. Ensuring equitable access helps to eliminate barriers to success, promoting a more inclusive and supportive educational environment where all students can thrive and are prepared for future challenges and opportunities.

The measures listed below facilitate the monitoring of equitable access in the district and allows the district to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities. The actions in this goal will improve educational outcomes for all students, academically, technologically, culturally, and social-emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of sites that implement state board adopted academic content standards and curriculum	100% of sites (2023-24)			100% of sites	
3.2	Percentage of students that have sufficient access to standard-aligned instructional materials	100% (2023-24)			100%	
3.3	Percentage of students that have access to a broad course of study as measured by analysis of the master schedules	100% (2023-24)			100%	
3.4	Percentage of programs and services provided to Low Income and Foster Youth (unduplicated pupils)	100% of sites have access to programs and services provided to Low Income and Foster Youth (2023-24)			100% of sites have access to programs and services provided to Low Income and Foster Youth	
3.5	Percentage of programs and services developed and provided to individuals with exceptional needs	100% of sites have access to programs and services developed and provided to individuals with exceptional needs (2023-24)			100% of sites have access to programs and services developed and provided to individuals with exceptional needs	
3.6	Percentage of educational technology devices & software	100% students, staff, and classrooms are equipped with necessary technology equipment, access, and software, as appropriate (2023-24)			100% students, staff, and classrooms are equipped with necessary technology equipment,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					access, and software, as appropriate	
3.7	Percentage of ELD students reclassifying as Reclassified Fluent English Proficient (RFEP)	14.56% (2022-23)			20%	
3.8	Percentage of EL students making progress toward English language proficiency	39.7% (2023)			50%	
3.9	Percentage of ECHS EL students making progress toward English language proficiency	41.4% (2023)			50%	
3.10	Percentage of GVHS EL students making progress toward English language proficiency	19% (2023)			35%	
3.11	Percentage of the opportunity for MUHSD and a team to plan for student and school interactions with a focus on African American and English Speaking Hispanics	New Metric			The team will create a plan and outline student and school interactions for positive student behaviors.	
3.12	The number of infants and toddlers and number of high school students working in the District Child Development Center	New Metric			The District Child Development Center will be utilized to support teen parents child care and Child Development Pathway work-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					based learning opportunities,	
3.13	Results of food quality student surveys measuring food freshness, flavor, and cultural appropriateness.	Culturally Diverse Selection - 43.6% Agreed The Taste of Food - 38.4% Delicious/Pretty Good and Good and 46.6% It's Okay Meal Quality Increased - 28.2% Yes and 46.6% Stayed the Same (2023-24)			Culturally Diverse Selection - 75% Agreed The Taste of Food - 75% Delicious/Pretty Good and Good and It's Okay Meal Quality Increased - 75% Yes and Stayed the Same	
3.14	Percentage of transportation services provided to MUHSD students	New Metric			All students will have access to transportation services per Board Policy	
3.15	Number of LTEL students	737 (2023-24)			MUHSD will decrease the number of LTEL's by improving English language proficiency and reclassification rates	
3.16	Percentage of programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content	100% of sites have access (2023-24)			100% of sites have access	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	knowledge and English language proficiency.					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Equitable Access to Adopted Standards Aligned Curriculum	The district will ensure that the Board has adopted standards aligned curriculum for all core subjects that aligns with the district's instructional initiatives and support unduplicated students. The board adoption of any digital curriculum will comply with state and federal privacy laws. Sites will create a Master Schedule that provides all students access to a broad course of study. Metrics 3.1-3.3, 3.16	$4,954,010.13	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL, LTEL, FY, SPED, and subgroups with a focus on full inclusion. A focus for student academic performance will be for EL, Hispanic, Homeless, SED, and SWD subgroup population supports in ELA and overall, Hispanic, Homeless, SED, and SWD subgroups support and performance for math. Metrics 3.1-3.5 and 3.15-3.16	$263,589.50	Yes
3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	As part of ensuring educational access and desired outcomes, sites will facilitate access to a comprehensive multi-tiered system of support that incorporates intervention across all tiers and domains in alignment to evidence-based practices (ASSETs, Improve Your Tomorrow mentoring, FY/unaccompanied youth workshops, Saturday Academy, Student Subgroup Forums, Student Mentors). Sites will engage in data monitoring to drive appropriate tiered intervention determinations and progress monitor to ensure intervention effectiveness or appropriate movement into higher or lower tiered levels of need for low income, English learner, Long Term English Learners, and foster youth students. Metrics 3.4-3.5 and 3.15-3.16	$1,492,720.46	Yes
3.4	Technology and the Future of Technology in Education	The district will ensure that all students have access to a device for use at school and home, provide a mobile MiFi (hotspot) device to students who have unreliable or unaffordable Internet access at home, and maintain a high speed, cloud-managed network with zero-trust architecture. Teachers will implement adopted standards-based digital curriculum that provides unduplicated supports and facilitate authentic, rigorous learning experiences to help students develop future-ready skills. Teacher Librarians will create and facilitate media literacy lessons in collaboration with classroom teachers to increase students' technology literacy skills. Metric 3.6	$9,000.00	Yes
3.5	EL and LTELS Progress Toward	Site teams will facilitate ELPAC interim blocks to drive instruction and increase EL and LTEL reclassification rates. Metrics 3.7-3.8 and 3.15-3.16	$2,229,285.95	Yes

Action #	Title	Description	Total Funds	Contributing
	English Language Proficiency			
3.6	ECHS EL Progress Toward English Language Proficiency	Site teams will facilitate ELPAC interim blocks to drive instruction and increase EL reclassification rates. ECHS was in the lowest indicator for EL Progress Toward English Language Proficiency. This action addresses how the school site will improve its performance. Metric 3.9	$0.00	No
3.7	GVHS EL Progress Toward English Language Proficiency	GVHS's counseling department will ensure ELD course placement is determined using multiple measures including Initial and Summative ELPAC data, longevity and progress in the program, teacher feedback, and student/parent input. GVHS's Instructional Leadership Team, in part and/or in whole in conjunction with our ELD teacher, will utilize interim assessment data to guide on-site professional development opportunities for all certificated and paraprofessional staff to increase English Learner success. Data will also be used to correctly identify bilingual paraprofessional placement in order to support English Learner needs in the classroom. GVHS was in the lowest indicator for EL Progress Toward English Language Proficiency. This action addresses how the school site will improve its performance. Metric 3.10	$0.00	No
3.8	Student and School Interactions	MUHSD and a team will plan for student and school interactions that include but are not limited to building relationships with students, explicitly teaching academic behaviors that will make them successful, improve students' feelings of belonging, and explicitly teaching them about non-academic behaviors that cause barriers to success. The team's focus is on African American students and English-speaking Hispanic students. Metric 3.11	$12,000.00	Yes
3.9	Transportation for Low Income Students for Support Services	MUHSD and sites will provide access to public transportation for students from their school site to off-site community educational, behavioral, and emotional support services. Metric 3.4	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Instructional Supplemental Program and Supports for Foster Youth	Instructional supplemental program and supports based on identified needs at the site level to improve educational outcomes and the College and Career Indicator for Foster Youth such as tutorials, workshops, counseling, and peer groups. Metrics 3.1-3.4	$146,072.98	Yes
3.11	District Child Development Center	The district will provide support to the Child Development Center to facilitate the Education and Child Development Pathways at East Campus Educational Center and ensure equitable access for teen parents. Metric 3.12	$712,236.98	Yes
3.12	Nutrition Services Support: Providing Student Meals	Cafeteria staff will provide all students with free, fresh, flavorful food that is a reflection of the cultural diversity of the population. Through the Community Eligibility Provision of the state, free breakfasts and lunches will be available to all students. Students will be surveyed to rate the food quality. Metric 3.13	$141,486.13	Yes
3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	The expansion and upgrade related to district buses and white fleet is necessary in order to sustain transportation needs related to various programs and services both in district and out of the area. This helps ensure continuity of services for all students. Metric 3.14	$2,913,481.35	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit and Retain Effective, Engaged, and Innovative Staff: MUHSD students will be supported by effective, engaged, and innovative staff who are committed to continuous professional growth, ongoing student improvement, and achieving district goals.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the mission of the Merced Union High School District that every staff member, every day, will support all students in acquiring the skills necessary to pursue their postsecondary dreams. This goal reflects the district's commitment to teacher preparedness by ensuring that all students are challenged to reach high standards daily in each classroom. The measures listed below enable the district to monitor and support staff effectively, providing the necessary assistance to students across all groups, with a focus on improving educational outcomes for African American, Hispanic, English Learners, Homeless, Foster Youth, and socioeconomically disadvantaged students and students with disabilities. These actions empower staff to effectively represent and serve the diverse needs of our students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teachers in MUHSD are fully credentialed in the subject area and for the students they are teaching	95.4% (2023-24)			100%	
4.2	Teachers in MUHSD are appropriately assigned in the subject area and for the students they are teaching	76.7% (2023-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Depth of Knowledge (DOK) measured by walk-though data	New Metric			Level 2+ 80% of the time and planning at level 3+ for 20% of the time as indicated by a learning objective or learning target.	
4.4	Percent of teachers participating in English Language Development professional development	97% (2023-24)			100%	
4.5	Professional development on adopted academic standards and/or curriculum framework (focus on English, math, science, and social studies)	99.7% (2023-24)			100%	
4.6	BCHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 8.76% EL 0.0% Hisp 6.62% SED 6.12% SWD 2.5%			Students Met or Exceeded Math Standards Overall 15% EL 7.5% Hisp 10% SED 10% SWD 7.5%	
4.7	ECHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 14.76% Hisp 8.11% SED 7.57%			Students Met or Exceeded Math Standards Overall 20% Hisp 15% SED 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 0%			SWD 5%	
4.8	ECHS CAASPP ELA Scores	Students Met or Exceeded Math Standards (2023) EL 2.5% Hisp 31.92% SED 32.28% White 58.18%			Students Met or Exceeded Math Standards EL 7.5% Hisp 50% SED 45% White 65%	
4.9	GVHS CAASPP Math Scores	Students Met or Exceeded ELA Standards (2023) 10.72%			Students Met or Exceeded Math Standards 25%	
4.10	LHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 8.12% EL 0.0% Hisp 6.64% SED 6.14%			Students Met or Exceeded Math Standards Overall 15% EL 7.5% Hisp 12.5% SED 12.5%	
4.11	MUHSD will recruit, hire and retain African American staff	New Metric			MUHSD will recruit, hire and retain African American staff	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruit & Retain Highly Qualified Staff	The district will ensure that teachers hired are credentialed. Credential status will be verified and monitored. The district will ensure that local board options and waivers are approved, as appropriate. MUHSD will recruit and retain effective, engaged, and innovative staff to support students and will be effective, engaging, innovative, and committed to continuous professional growth, ongoing student improvement, and achieving district goals by supporting all and unduplicated students daily. Metrics 4.1-4.2	$20,242,246.75	Yes
4.2	Depth of Knowledge (DOK) Professional Development	District staff will create and facilitate professional development opportunities and resources (both online and in-person) around Deeper Learning to increase rigorous learning opportunities for students with an emphasis in supporting unduplicated students. Metric 4.3	$30,000.00	Yes
4.3	English Language Development Professional Development for EL and LTEL students	MUHSD and sites will provide English Language Development professional development on adopted standards-based curriculum, authentic and rigorous learning experiences, future-ready skills, and lessons to embed scaffolding to support EL and LTEL students with a focus on full inclusion. Metric 4.4	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	The district and school sites will provide quality and specific professional development opportunities, with an emphasis in English, math, science, and social studies, on improving educational supports and outcomes for all students and specific strategies to support unduplicated student subgroups. A focus will be for EL's, Hispanic, Homeless, SED, and SWD strategies in ELA PD and overall, Hispanic, Homeless, SED, and SWD subgroups performance for math PD. Metric 4.5	$244,500.00	Yes
4.5	BCHS CAASPP Math Scores	BCHS's AP of Teaching and Learning and Instructional Coach will facilitate a data dive using local assessment data to determine an implement PD to address data concerns and increase success. BCHS was in the lowest indicator for CAASPP Math Scores. This action addresses how the school site overall with an emphasis with EL, Hispanic, SED, and White students will improve their performance. Metric 4.6	$0.00	No
4.6	ECHS CAASPP Math Scores	ECHS will use math test data (local assessments) to drive PD with support strategies driven by math PD based on identified needs. ECHS was in the lowest indicator for CAASPP Math Scores. This action addresses how the school site overall with an emphasis with Hispanic, SED, and SWD populations will improve their performance. Metric 4.7	$0.00	No
4.7	ECHS CAASPP ELA Scores	ECHS will use ELA test data (local assessments/reading inventory) to drive PD with support strategies. Reading and writing across all subject levels. ECHS was in the lowest indicator for CAASPP ELA Scores. This action addresses how the school site support EL, Hispanic, SED, and SWD populations to improve their performance. Metric 4.8	$0.00	No
4.8	GVHS CAASPP Math Scores	GVHS's Instructional Leadership Team, in part and/or in whole, will facilitate data driven discussions using local assessment data to guide on-site professional development opportunities for all certificated and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		paraprofessional staff. GVHS was in the lowest indicator for CAASPP math scores. This action addresses how the school site will improve its performance. Metric 4.9		
4.9	LHS CAASPP Math Scores	LHS math department will develop a PLC where there will be time set aside to discuss various math data points. The counseling department will utilize the math placement test to ensure proper placement of all students and for EL, Hispanic, and socioeconomically disadvantaged students. LHS was in the lowest indicator for CAASPP math scores. This action addresses how the school site overall will improve its performance. Metric 4.10	$0.00	No
4.10	Recruit, Hire and Retain African American Staff	Aggressively recruit, hire and retain African American teachers, counselors, and other staff so that their numbers reflect the percentage of African American students in the district. Metric 4.11	$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	MUHSD students at Independence High School will enhance college and career readiness by expanding learning opportunities through a hybrid model that combines their computer-based curriculum with in-person project-based learning, fostering a more dynamic and versatile educational experience. Within three years, IHS will increase to 15% of their students being prepared on the College and Career Indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of the 2023 Dashboard data indicates that IHS's students are not meeting the State requirements to be College and Career Ready based on the College and Career Indicator. Hispanic and Socioeconomically students performed at a Very Low level for 2023. By focusing on college and career readiness and placing an emphasis expanding learning opportunities, in-person project-based learning and fostering a more dynamic and versatile educational experiences, IHS will be able to provide opportunities to be college and career by improving CAASP scores, earning college credit, and completing a CTE pathway through enhancing a hybrid model of teaching and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CCI prepared	CCI prepared (2023) Overall 6.6% Hisp 9.4% SED 7%			CCI prepared (2023) Overall 15% Hisp 15% SED 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Professional development opportunities for educators to enhance their proficiency in instructional technology, blended learning pedagogies, and project-based teaching methodologies.	New Metric			100% of teachers participate and attend	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Integrate Curriculum	Collaborate with teachers to integrate more hands-on learning experiences into the computer-based curriculum modules. Metric 5.2	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Design and Implement	Design and facilitate in-person projects that complement computer-based learning activities, providing students with opportunities to apply and extend their knowledge and skills in authentic, real-world contexts to increase students college and career readiness for all IHS students with an emphasis with Hispanic and SED populations to improve their CCI performance. Metric 5.2	$170,100.00	No
5.3	Professional Development	Provide professional development opportunities for educators to enhance their proficiency in instructional technology, blended learning pedagogies, and project-based teaching methodologies for unduplicated student groups. Metrics 5.1- 5.2	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, Sequoia High School will reduce the suspension rate by 3% for all students, and particularly for Socioeconomically Disadvantaged, Hispanic, and African American students as measured by the State Dashboard and school discipline data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of the 2023 Dashboard data indicates Sequoia High School's suspension rates are high and need to be addressed/reduced for all students and specifically socioeconomically disadvantaged students, Hispanic students, and African American students. SHS is in CSI due to suspension rates. This goal was chosen to improve SHS's suspension rates for CSI and the California Dashboard. High suspension rates impact students' access to education and achievement levels. Educational partners during the spring in-person meeting stated that they want their children and students to attend a safe school. They may also be an indicator of the need to improve school culture. We plan to identify and increase the use of other methods of addressing inappropriate behavior and, more importantly, provide interventions and incentives that will decrease the types of behavior that lead to suspension. The actions below are specific to the implementation of the work that is underway as part of being in CSI.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of Students suspended at least one day at Sequoia High School	All Students 10.6% Hispanic 9.8% African American 23.1%			All Students 7.6% Hispanic 6.8% African American 20.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Establish an Intervention Center	Creation of an Intervention Center will provide for students to remain on campus and receive direct interventions rather than being home suspended. It will provide a space for organized interventions and supports for students. To support performing in the lowest level on the CA Dashboard, a focus will be on all SHS students with an emphasis with Socio-economic disadvantaged students. Metric 6.1	$31,800.00	No
6.2	Trauma Informed Training for Staff	All staff will receive Trauma Informed training which will provide them with tools to support students within the classroom as well as all other areas of	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		campus. To support performing in the lowest level on the CA Dashboard, a focus will be on all SHS students with an emphasis with Socio-economic disadvantaged students. Metric 6.1		
6.3	Hire a Restorative Justice Consultant	A Restorative Justice Consultant will provide training and support for staff, small group interventions for students, and provide restorative practices for mediations. To support performing in the lowest level on the CA Dashboard, a focus will be on all SHS students with an emphasis with Socio-economic disadvantaged students. Metric 6.1	$25,000.00	No
6.4	Tier 1 Drug Awareness	All students will receive drugs/alcohol awareness in order to help prevent non-using students from experimenting and also to encourage students currently using to begin steps towards ceasing use. To support performing in the lowest level on the CA Dashboard, a focus will be on all SHS students with an emphasis with Socio-economic disadvantaged students. Metric 6.1	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	MUHSD students at Yosemite High School will enhance college and career readiness among its student body, emphasizing Career Technical Education (CTE) program completion and facilitating certification opportunities to prepare students for gainful employment. Within three years, YHS will have at least 10% of their students college and career ready based on the California State Dashboard College and Career Indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of the 2023 Dashboard data indicates that Yosemite High School is under performing in ELA and math when it comes to our homeless, English Learners, socioeconomically disadvantaged, and Hispanic students. YHS is in ATSI for socioeconomically disadvantaged scoring the lowest performance in ELA, math and the CCI. Educational partners were consulted and a needs assessment was reviewed with them at YHS's spring SSC and ELAC meetings. Also, YHS staff survey educational partners and talk with families during intake on needs for YHS students.   After reviewing the needs assessment and this data at in-person meetings, with surveys, and intake conversations, educational partners shared the importance of the students being ready for real world and future careers. By focusing on our college and career readiness and placing an emphasis on CTE, Yosemite will be able to offer more relevant courses to draw students to school and by embedding ELA and math strategies into those courses, we hope to see an improvement in score. These actions incorporate the components of YHS implementation of the work underway for being in ATSI and improving socioeconomically disadvantaged performance in ELA, math, and the CCI (that incorporates CAASPP scores).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of Prepared on the CCI indicator	Homeless: 0% Prepared English Learners: 0% Prepared Hispanic: .8% Prepared SED: 1.3% Prepared			Homeless: 10% Prepared English Learners: 10% Prepared Hispanic: 10.8% Prepared SED: 11.3% Prepared	
7.2	Percent of students reaching Standard Met on ELA state testing	Homeless: Data is suppressed because fewer than 11 students tested. English Learners: 0% Hispanic: 3.48% SED: 3.60%			Homeless: 10% English Learners: 10% Hispanic: 13% SED: 13%	
7.3	Percent of students reaching Standard Met on math state testing	Homeless: Data is suppressed because fewer than 11 students tested. English Learners: 0% Hispanic: 0% SED: 0%			Homeless: 10% English Learners: 10% Hispanic: 10% SED: 10%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Enhance Curriculum	YHS will update and enhance their CTE curriculum to reflect current industry trends, technological advancements and correlation to ELA and math standards to prepare all students to be College and Career ready with an emphasis on socioeconomically disadvantaged, homeless, Hispanic, and EL students for their performance on the CCI. With this enhancement, YHS will improve their overall ELA and math performance scores with an emphasis on socioeconomically disadvantaged students. Metrics 7.1-7.3	$25,000.00	No
7.2	Develop Partnerships	Forge partnerships with local businesses, industries, and vocational institutions to create internship opportunities, and mentorship programs, and provide access to certification training resources. Metric 7.1	$15,000.00	No
7.3	Professional Development	Provide ongoing professional development opportunities for teachers and counselors on the best practices and relevancy in ELA, math, CTE instruction, career counseling, and industry-specific certification requirements. A focus will be on improving ELA and math performance scores for socioeconomically disadvantaged students, and preparing all students with an emphasis on socioeconomically disadvantaged, homeless, Hispanic, and EL students for their performance on the CCI. Metrics 7.1-7.3	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.4	Outreach and Awareness	Raise awareness among students, parents, and community members about the benefits of CTE education and the importance of acquiring industry-recognized certifications for career advancement. Metric 7.1	$25,000.00	No
7.5	Allocate Resources	Allocate financial resources and staffing support to prioritize the expansion and sustainability of YHS CTE programs with integration of ELA and math standards, including instructional materials, equipment, and professional development initiatives. Metrics 7.1-7.3	$190,800.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$42,717,099.00	$4,954,164

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
32.089%	0.000%	$0.00	32.089%

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:** Student Academic Performance **Need:** EL, FY, and SED are scoring below State average **Scope:** LEA-wide	Local, common assessments, and curriculum guides will be used to drive instruction, provide data analysis throughout the year to help teachers reteach standards to help improve unduplicated students scores. It needs to be at every school across the district. Other State funds support non-unduplicated students since this is LEA-wide.	Math and ELA CAASPP, CAST and benchmark scores

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
1.2	**Action:** Student College and Career Readiness **Need:** EL, FY, and SED are performing low or very low on being College and Career Ready **Scope:** LEA-wide	Counseling departments will monitor CTE Completers and A-G progress using transcript review tools with an emphasis on unduplicated students. This data is across the district. Other State funds support non-unduplicated students since this is LEA-wide.	CTE Completers, A-G, and both CTE Completers and A-G
1.3	**Action:** Advanced Placement Opportunities **Need:** Unduplicated students are scoring at the lowest level for prepared in AP **Scope:** LEA-wide	The district unduplicated teams need to work with admin and counselors to support unduplicated students enrollment in AP classes and provide supports for unduplicated students, such as tutoring. Local and federal funds support non-unduplicated students since this is LEA-wide.	AP enrollment and AP scores
1.4	**Action:** Unduplicated Academic Performance **Need:** EL, FY, and /or SED SED are scoring below State average academic performance indicators **Scope:** LEA-wide	Unduplicated students need more supports to support rigorous learning experiences to develop future-ready skills. With full inclusion, teacher training to develop scaffolds and interventions will occur to support all in the classroom. The district is leading PD and collaborations. Federal funds support non-unduplicated students since this is LEA-wide.	CAASPP, CAST, and local assessment scores
1.7	**Action:** Unduplicated College and Career Readiness	Counseling departments and teams will monitor CTE Completers, failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP,	CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: EL, FY, and/or SED pupils are performing low or very low on being College and Career Ready **Scope:** LEA-wide	Seal of Biliteracy, and A-G progress with an emphasis with supporting EL, FY, and/or SED pupils that are also SWD using transcript review tools. Federal funds support non-unduplicated students since this is LEA-wide.	
2.1	**Action:** School Facilities **Need:** Unduplicated students need safe school facilities to be successful. **Scope:** LEA-wide	Creating learning environments across the district that are safe and supporting will help improve attendance, engagement, and academic success for unduplicated students. Other State funds support non-unduplicated students since this is LEA-wide.	FIT and CHKS survey results for safety
2.2	**Action:** Family and Community Input **Need:** District and sites will seek general and targeted family and community input to support MUHSD's unduplicated student population. **Scope:** LEA-wide	Supporting unduplicated families will help unduplicated students success at school sites across the district. Other State and Federal funds support non-unduplicated students since this is LEA-wide.	Parent engagement, CHKS parent ratings
2.3	**Action:** School Climate and Culture **Need:**	The district will adopt curriculum that includes supports and provide PD for teachers in pedagogy development to support a broad course of study that incorporates supports for unduplicated	Attendance, discipline data, CHKS student responses

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
	Increase engagement for unduplicated students **Scope:** LEA-wide	students. Increase school-connectedness through extra-curricular and co-curricular activities will support unduplicated students build skills for success. Continual development of MTSS, including data monitoring, to identify unduplicated students who need interventions across all tiers and domain to improve success. Other State funds support non-unduplicated students since this is LEA-wide.	
2.4	**Action:** Parental participation in programs for low income, English learner, foster youth students, and students with disabilities **Need:** Targeted family and community input and involvement for low income, English learner, foster youth students and socioeconomically disadvantaged **Scope:** LEA-wide	The district and sites will seek input through various advisory groups and digital communications tools supporting multiple languages and parental participation.	Percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Back-to-School Night attendance, CHKS parent surveys, and CHKS parent response data). Local funds to support non-unduplicated students
3.1	**Action:** Equitable Access to Adopted Standards Aligned Curriculum **Need:** Unduplicated Students Equitable Access to Adopted Standards Aligned Curriculum **Scope:**	The district will ensure that the Board has adopted standards aligned curriculum for all core subjects that aligns with the district's instructional initiatives and support unduplicated students. The district will review sites Master Schedules to affirm that all unduplicated students access to a broad course of study. Other State funds support non-unduplicated students since this is LEA-wide.	Implementation of standards, sufficient access to instructional material, access to a broad course of study, program and services provided to unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups **Need:** Ensuring lessons have embedded scaffolding to support EL, LTEL, FY, SPED, and subgroups **Scope:** LEA-wide	The district will provide supporting curriculum and PD that includes strategies for unduplicated students. Other State and Federal funds to support non-unduplicated students LEA-wide	Programs and supports are incorporated into daily lessons to support unduplicated students. PD for unduplicated lesson strategies and increase grades and graduation rates
3.4	**Action:** Technology and the Future of Technology in Education **Need:** Equitable Access to Technology and the Future of Technology in Education for Unduplicated Students and Families **Scope:** LEA-wide	The district will ensure that all students have access to a device for use at school and home, provide a mobile MiFi (hotspot) device to students who have unreliable or unaffordable Internet access at home, and maintain a high speed, cloud-managed network with zero-trust architecture. Other State funds support non-unduplicated students since this is LEA-wide.	Access to Mifi's, Chromebooks, Digital Curriculum that has unduplicated students supports incorporated.
3.8	**Action:** Student and School Interactions **Need:** To support unduplicated FY and SED students who are African American students and English-speaking Hispanic students	Many students are fall in many sub categories. MUHSD and the MBPSB want to support interactions among staff and African American students and English-speaking Hispanic students. Local funds support non-unduplicated students since this is LEA-wide.	Discipline Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.11	**Action:** District Child Development Center **Need:** Supporting unduplicated teen parents to attend school while their child(ren) has childcare. **Scope:** LEA-wide	This is for unduplicated students across the district and the district funds this opportunity. Other State funds support non-unduplicated students since this is LEA-wide.	Teen parent enrollment and numbers at the Childcare Center.
3.12	**Action:** Nutrition Services Support: Providing Student Meals **Need:** Providing free, fresh, flavorful breakfast and lunch daily during the school year **Scope:** LEA-wide	Unduplicated students provided nutritional meals will be more successful in school. This is provided across the district and supported by the district. Federal funds support non-unduplicated students since this is LEA-wide.	Unduplicated students survey results
3.13	**Action:** Transportation: Bus & White Fleet Expansion/Upgrade and Services **Need:** Unduplicated students transportation to school **Scope:**	District transportation supports unduplicated students in their transportation to school based on district policies. Other State funds support non-unduplicated students since this is LEA-wide.	Percentage of transportation services provided to MUHSD students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	**Action:** Recruit & Retain Highly Qualified Staff **Need:** Recruit & Retain Highly Qualified Staff to Support Unduplicated Students **Scope:** LEA-wide	The district will hire highly qualified staff and provide PD to ensure that teachers are daily supporting unduplicated students and are effective, engaged, and innovative. Other State, Local, and Federal funds are used for non-duplicated students since this is LEA-wide.	Teachers in MUHSD are fully credentialed and appropriately in the subject area and for the students they are teaching
4.2	**Action:** Depth of Knowledge (DOK) Professional Development **Need:** Increasing the deeper learning for unduplicated students **Scope:** LEA-wide	DOK will lead to deeper learning. With teachers supporting unduplicated students and increasing their DOK, unduplicated students will have more academic success. Other State funds are used for non-duplicated students since this is LEA-wide.	Depth of Knowledge (DOK) measured by walk-though data
4.4	**Action:** Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes **Need:** To increase unduplicated math, English, science, and social studies assessment performance **Scope:**	The district and school sites will provide quality and specific professional development opportunities, with an emphasis in English, math, science, and social studies, on improving educational supports and outcomes for all students and specific strategies to support unduplicated student subgroups. Other State funds are used for non-duplicated students since this is LEA-wide.	Professional development on adopted academic standards and/or curriculum framework (focus on English, math, science, and social studies)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.10	**Action:** Recruit, Hire and Retain African American Staff **Need:** To support unduplicated African Americans with staff that reflects their ethnicity **Scope:** LEA-wide	The district will lead this with the support of community members. Local funds are used for non-unduplicated students included in this action since this is LEA-wide.	MUHSD steps in the process

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
1.5	**Action:** EL Student Academic Performance **Need:** Support EL with a focus on full inclusion **Scope:** Limited to Unduplicated Student Group(s)	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL	CAASPP ELA and Math Scores for EL students
1.6	**Action:** EL Students College and Career Readiness **Need:**	Counseling departments and EL site teams will monitor EL progress	CCI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EL Students College and Career Readiness **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Intervention Across All Tiers and Domains for Unduplicated Student Subgroups **Need:** Intervention across all tiers and domains for unduplicated student subgroups **Scope:** Limited to Unduplicated Student Group(s)	Data monitoring on unduplicated student involvement and MTSS tier two and three support.	Programs and supports that will reduce suspensions and expulsions and increase graduation rates, grades, and involvement
3.5	**Action:** EL and LTELS Progress Toward English Language Proficiency **Need:** EL and LTEL Progress Toward English Language Proficiency **Scope:** Limited to Unduplicated Student Group(s)	Support EL and LTEL students in all classes to improve literacy and increase EL progress toward English Language proficiency	ELPI and Reclassification rates for EL and LTEL students and annual LTEL numbers
3.9	**Action:** Transportation for Low Income Students for Support Services **Need:** Low income students **Scope:**	Support SED students with off campus supports for tier 2 and 3 interventions and supports	Programs and services provided to Low Income

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)		
3.10	**Action:** Instructional Supplemental Program and Supports for Foster Youth **Need:** Instructional Supplemental Program and Supports for Foster Youth **Scope:** Limited to Unduplicated Student Group(s)	Supporting curriculum and PD that includes strategies for FY students. Data monitoring on FY student involvement and MTSS tier two and three support.	FY supports and programs that increase graduation rate, involvement, and connectedness to school and decrease suspensions.
4.3	**Action:** English Language Development Professional Development for EL and LTEL students **Need:** Implementation of adopted standards-based curriculum, authentic and rigorous learning experiences, future-ready skills, and lessons to embed scaffolding to support EL and LTEL students with a focus on full inclusion **Scope:** Limited to Unduplicated Student Group(s)	Educate and support teachers and staff in EL and LTEL instruction and supports	Staff attendance to specific EL and LTEL PD

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.

NA

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.

Merced Union High School District (MUHSD) has utilized the additional funding from the concentration grant to expand the staff providing direct services to students. This includes supporting more paraprofessionals at each site (goal 3.5), supporting transportation services (goal 3.13), and employing a counseling support manager (goals 2.3 and 3.3). Each comprehensive site now has at least two English Learner paraprofessionals to offer additional support to English Learners. The supporting transportation services have enabled more routes for underprivileged students. The Student Support Managers have increased socio-emotional support opportunities for all students, particularly for underprivileged, English Learners, and foster youth populations.

Additionally, under goal 1.2, 3.5, and 4.1, MUHSD has used non-recurring funding to increase the number of class sections, resulting in smaller class sizes across all sites. This benefits all students, including underprivileged, English Learners, and foster youth, by providing opportunities for smaller classes, higher achievement, and narrowing the opportunity gap.

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	NA	1:23
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:21

2024-25 Total 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	133,122,765.00	42,717,099.00	32.089%	0.000%	32.089%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$42,717,099.00	$6,560,013.95	$1,023,000.00	$1,538,456.90	$51,838,569.85	$35,484,480.67	$16,354,089.18

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	Student Academic Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,774,192.00	$3,145,160.00	$629,032.00			$3,774,192.00	
1	1.2	Student College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,175,827.62	$2,599,434.00	$3,979,384.68	$795,876.94			$4,775,261.62	
1	1.3	Advanced Placement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$130,000.00	$100,000.00		$20,000.00	$10,000.00	$130,000.00	
1	1.4	Unduplicated Academic Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$182,098.18	$76,200.00	$215,248.49			$43,049.69	$258,298.18	
1	1.5	EL Student Academic Performance	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$151,748.48	$63,500.00	$215,248.48				$215,248.48	
1	1.6	EL Students College and Career Readiness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$56,420.00	$56,420.00				$56,420.00	
1	1.7	Unduplicated College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$67,704.00	$56,420.00			$11,284.00	$67,704.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	AHS Students With Disabilities College and Career Readiness	Students with Disabilities	No			Specific Schools: Atwater High School		$0.00	$0.00	$0.00				$0.00	
1	1.9	AHS Student Subgroups ELA Achievement	All	No			Specific Schools: Atwater High School		$0.00	$0.00	$0.00				$0.00	
1	1.10	BCHS Students with Disabilities College and Career Readiness	Students with Disabilities	No			Specific Schools: Buhach Colony High School		$0.00	$0.00	$0.00				$0.00	
1	1.11	ECHS EL Students and Students with Disabilities College and Career Readiness	Students with Disabilities English learners	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00				$0.00	
1	1.12	GVHS Students Math Achievement	All	No			Specific Schools: Golden Valley High School		$0.00	$0.00	$0.00				$0.00	
1	1.13	LHS EL Students College and Career Readiness	English Learners	No			Specific Schools: Livingston High School		$0.00	$0.00	$0.00				$0.00	
1	1.14	LHS EL and SED Students ELA Achievement	Students with Disabilities English Learners & Socio-economic Disadvantaged	No			Specific Schools: Livingston High School		$0.00	$0.00	$0.00				$0.00	
1	1.15	MHS EL, Hisp, SED, and SWD Subgroups Math Achievement	EL, Hisp, SED, and SWD	No			Specific Schools: Merced High School		$0.00	$0.00	$0.00				$0.00	
1	1.16	MHS EL and SWD Subgroups ELA Achievement	Students with Disabilities	No			Specific Schools: Merced		$0.00	$0.00	$0.00				$0.00	

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
			English Learners				High School									
1	1.17	MHS EL Students College and Career Readiness	English Learners	No			Specific Schools: Merced High School		$0.00	$0.00	$0.00				$0.00	
2	2.1	School Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,230,000.00	$1,025,000.00	$205,000.00			$1,230,000.00	
2	2.2	Family and Community Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$282,676.67	$0.00	$235,563.89	$27,112.78	$20,000.00		$282,676.67	
2	2.3	School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,020,385.80	$2,095,523.18	$5,096,590.92	$1,019,318.06			$6,115,908.98	
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$848,029.69	$0.00	$706,691.69	$141,338.00			$848,029.69	
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$790,768.53	$4,163,241.60	$4,128,341.78	$825,668.35			$4,954,010.13	
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$263,589.50	$0.00	$219,657.92	$23,931.58	$20,000.00		$263,589.50	
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$1,340,128.46	$152,592.00	$1,243,933.86	$223,354.60		$25,432.00	$1,492,720.46	
3	3.4	Technology and the Future of Technology in Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,000.00	$7,500.00	$1,500.00			$9,000.00	

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
3	3.5	EL and LTELS Progress Toward English Language Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$2,131,987.55	$97,298.40	$1,857,738.29	$355,331.26		$16,216.40	$2,229,285.95	
3	3.6	ECHS EL Progress Toward English Language Proficiency	English Learners	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00				$0.00	
3	3.7	GVHS EL Progress Toward English Language Proficiency	English Learners	No			Specific Schools: Golden Valley High School		$0.00	$0.00	$0.00				$0.00	
3	3.8	Student and School Interactions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$12,000.00	$10,000.00		$2,000.00		$12,000.00	
3	3.9	Transportation for Low Income Students for Support Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00	$5,500.00	$5,500.00				$5,500.00	
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$146,072.98	$0.00	$146,072.98				$146,072.98	
3	3.11	District Child Development Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$592,236.98	$120,000.00	$593,530.82	$118,706.16			$712,236.98	
3	3.12	Nutrition Services Support: Providing Student Meals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$141,486.13	$0.00	$117,905.11			$23,581.02	$141,486.13	
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,965,481.35	$948,000.00	$2,427,901.13	$485,580.22			$2,913,481.35	

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
4	4.1	Recruit & Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,213,362.75	$28,884.00	$16,868,538.96	$1,004,814.00	$1,000,000.00	$1,368,893.79	$20,242,246.75	
4	4.2	Depth of Knowledge (DOK) Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$30,000.00	$25,000.00	$5,000.00			$30,000.00	
4	4.3	English Language Development Professional Development for EL and LTEL students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$244,500.00	$203,750.00	$40,750.00			$244,500.00	
4	4.5	BCHS CAASPP Math Scores	All	No			Specific Schools: Buhach Colony High School		$0.00	$0.00	$0.00				$0.00	
4	4.6	ECHS CAASPP Math Scores	All	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00				$0.00	
4	4.7	ECHS CAASPP ELA Scores	All	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00				$0.00	
4	4.8	GVHS CAASPP Math Scores	All	No			Specific Schools: Golden Valley High School		$0.00	$0.00	$0.00				$0.00	
4	4.9	LHS CAASPP Math Scores	All	No			Specific Schools: Livingston High		$0.00	$0.00	$0.00				$0.00	

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									
4	4.10	Recruit, Hire and Retain African American Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$6,000.00	$0.00	$5,000.00		$1,000.00		$6,000.00	
5	5.1	Integrate Curriculum	All	No			Specific Schools: Independence High School		$5,000.00	$45,000.00		$50,000.00			$50,000.00	
5	5.2	Design and Implement	All	No			Specific Schools: Independence High School		$0.00	$170,100.00		$170,100.00			$170,100.00	
5	5.3	Professional Development	Unduplicated student groups	No			Specific Schools: Independence High School		$5,000.00	$45,000.00		$50,000.00			$50,000.00	
6	6.1	Establish an Intervention Center	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$31,800.00	$0.00		$31,800.00			$31,800.00	
6	6.2	Trauma Informed Training for Staff	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$0.00	$25,000.00		$25,000.00			$25,000.00	
6	6.3	Hire a Restorative Justice Consultant	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$0.00	$25,000.00		$25,000.00			$25,000.00	
6	6.4	Tier 1 Drug Awareness	All Hispanics, African Americans, Socio-	No			Specific Schools: Sequoia		$0.00	$25,000.00		$25,000.00			$25,000.00	

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
			economic disadvantaged students				High School									
7	7.1	Enhance Curriculum	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$0.00	$25,000.00		$25,000.00			$25,000.00	
7	7.2	Develop Partnerships	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$0.00	$15,000.00		$15,000.00			$15,000.00	
7	7.3	Professional Development	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$0.00	$25,000.00		$25,000.00			$25,000.00	
7	7.4	Outreach and Awareness	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$0.00	$25,000.00		$25,000.00			$25,000.00	
7	7.5	Allocate Resources	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$190,800.00	$0.00		$190,800.00			$190,800.00	

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

2024-25 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
133,122,765.00	42,717,099.00	32.089%	0.000%	32.089%	$42,717,099.00	0.000%	32.089 %	**Total:**	$42,717,099.00
								LEA-wide Total:	$39,167,185.39
								Limited Total:	$3,549,913.61
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Academic Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,145,160.00	
1	1.2	Student College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,979,384.68	
1	1.3	Advanced Placement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.4	Unduplicated Academic Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,248.49	
1	1.5	EL Student Academic Performance	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$215,248.48	
1	1.6	EL Students College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$56,420.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Unduplicated College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,420.00	
2	2.1	School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,025,000.00	
2	2.2	Family and Community Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,563.89	
2	2.3	School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,096,590.92	
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$706,691.69	
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,128,341.78	
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$219,657.92	
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,243,933.86	
3	3.4	Technology and the Future of Technology in Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,857,738.29	
3	3.8	Student and School Interactions	Yes	LEA-wide	Foster Youth Low Income	All Schools	$10,000.00	
3	3.9	Transportation for Low Income Students for Support Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$5,500.00	

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	3.10	Instructional Supplemental Program and Supports for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$146,072.98	
3	3.11	District Child Development Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$593,530.82	
3	3.12	Nutrition Services Support: Providing Student Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,905.11	
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,427,901.13	
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,868,538.96	
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.3	English Language Development Professional Development for EL and LTEL students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,750.00	
4	4.10	Recruit, Hire and Retain African American Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$41,430,166.00	$41,430,166.98

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	College/Career Readiness: 7-Period Day	Yes	$4,876,621.17	4,054,779.02
1	1.2	District-level Supports for College/Career Readiness	Yes	$1,888,527.87	1,416,009.65
1	1.3	Site Instructional Programs and Supports for College/Career Readiness	Yes	$1,873,527.87	1,398,677.88
1	1.4	Site Instructional Supplemental Supplies and Supports to prepare Limited to Unduplicated Student Groups for College/Career Readiness	Yes	$857,407.87	183,505.16
2	2.1	Nutrition Services Support: Providing Student Meals	Yes	$1,665,299.34	2,511,209.34
2	2.2	School Climate: Safety and Services	Yes	$4,370,224.83	4,782,904.15
2	2.3	Site Allocations to Support School Climate	Yes	$1,717,060.00	1,640,813.69
2	2.4	Transportation: Bus & White Fleet Expansion/Upgrade	Yes	$790,000.00	790000
2	2.5	Improving Equitable Access for Limited to Unduplicated Student Group(s) to Ensure and Support School Climate	Yes	$1,215,895.07	957772.33
2	2.6	Two-way Communication	Yes	$30,000.00	0

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	2.7	Improving Equitable Access for Students with IEP's to Ensure and Support School Climate	Yes	$172,060.00	156041.02
3	3.1	Equitable Access & Career Technical Education	Yes	$580,413.48	580413.48
3	3.2	District and Site-level Equity Resources & Supports	Yes	$2,338,609.16	2381126.03
3	3.3	Equitable Access for improving Educational Outcomes for Limited to Unduplicated Student Group(s)	Yes	$1,510,478.92	1488371.22
3	3.4	Develop a Team to Plan for Student and School Interactions for Low Income Students	Yes	$10,000.00	0
3	3.5	Transportation for Low Income Students for Support Services	Yes	$5,500.00	0
3	3.6	District-level Technology Infrastructure and Network	Yes	$7,500.00	2,051,478.62
3	3.7	District-level Instructional and Supports for English Learners	Yes	$431,840.16	450865.65
3	3.8	District-level Instructional Supplemental Program and Supports for Foster Youth	Yes	$247,974.61	239830.58
3	3.9	Equitable Access for Students with IEP's	Yes	$50,000.00	59019.23
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	$15,442,958.99	15224466.77
4	4.2	Prepared Highly Qualified Staff to Improve Educational Supports and Outcomes for Limited to Unduplicated Student Group(s)	Yes	$1,273,266.66	1037661.81
4	4.3	Crisis Prevention Institute Training	Yes	$12,500.00	4492.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	School Counselors Professional Development	Yes	$12,500.00	4492.12
4	4.5	Restorative Justice Practices and Implementation	Yes	$5,000.00	1830.12
4	4.6	Recruit & Retain Highly Qualified Staff to Reflect Limited to Unduplicated Student Group(s)	Yes	$5,000.00	265.13
4	4.7	School Co-teacher Professional Development	Yes	$40,000.00	14141.86

2023-24 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)
41430166	$41,430,166.00	$41,430,166.00	$0.00	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	College/Career Readiness: 7-Period Day	Yes	$4,876,621.17	4,054,778.04		
1	1.2	District-level Supports for College/Career Readiness	Yes	$1,888,527.87	1,416,009.65		
1	1.3	Site Instructional Programs and Supports for College/Career Readiness	Yes	$1,873,527.87	1,398,677.88		
1	1.4	Site Instructional Supplemental Supplies and Supports to prepare Limited to Unduplicated Student Groups for College/Career Readiness	Yes	$857,407.87	183,505.16		
2	2.1	Nutrition Services Support: Providing Student Meals	Yes	$1,665,299.34	2,511,209.34		
2	2.2	School Climate: Safety and Services	Yes	$4,370,224.83	4,782,904.15		
2	2.3	Site Allocations to Support School Climate	Yes	$1,717,060.00	1,640,813.69		
2	2.4	Transportation: Bus & White Fleet Expansion/Upgrade	Yes	$790,000.00	790000		
2	2.5	Improving Equitable Access for Limited to Unduplicated Student Group(s) to Ensure and Support School Climate	Yes	$1,215,895.07	957772.33		
2	2.6	Two-way Communication	Yes	$30,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Improving Equitable Access for Students with IEP's to Ensure and Support School Climate	Yes	$172,060.00	156041.02		
3	3.1	Equitable Access & Career Technical Education	Yes	$580,413.48	580413.48		
3	3.2	District and Site-level Equity Resources & Supports	Yes	$2,338,609.16	2381126.03		
3	3.3	Equitable Access for improving Educational Outcomes for Limited to Unduplicated Student Group(s)	Yes	$1,510,478.92	1488371.22		
3	3.4	Develop a Team to Plan for Student and School Interactions for Low Income Students	Yes	$10,000.00			
3	3.5	Transportation for Low Income Students for Support Services	Yes	$5,500.00			
3	3.6	District-level Technology Infrastructure and Network	Yes	$7,500.00	2,051,478.62		
3	3.7	District-level Instructional and Supports for English Learners	Yes	$431,840.16	450865.65		
3	3.8	District-level Instructional Supplemental Program and Supports for Foster Youth	Yes	$247,974.61	239830.58		
3	3.9	Equitable Access for Students with IEP's	Yes	$50,000.00	59019.23		
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	$15,442,958.99	15224466.77		
4	4.2	Prepared Highly Qualified Staff to Improve Educational Supports and Outcomes for Limited to Unduplicated Student Group(s)	Yes	$1,273,266.66	1037661.81		
4	4.3	Crisis Prevention Institute Training	Yes	$12,500.00	4492.12		
4	4.4	School Counselors Professional Development	Yes	$12,500.00	4492.12		
4	4.5	Restorative Justice Practices and Implementation	Yes	$5,000.00	1830.12		

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	Recruit & Retain Highly Qualified Staff to Reflect Limited to Unduplicated Student Group(s)	Yes	$5,000.00	265.13		
4	4.7	School Co-teacher Professional Development	Yes	$40,000.00	14141.86		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
130880320	41430166	0	31.655%	$41,430,166.00	0.000%	31.655%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

    o 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,

    o 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) (California Legislative Information)](#) 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.

    o 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:

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

- o **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
- 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:

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o 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.

- 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.

- 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.

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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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