



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mupu Elementary School District

CDS Code: 56725046055156

School Year: 2024-25

LEA contact information:

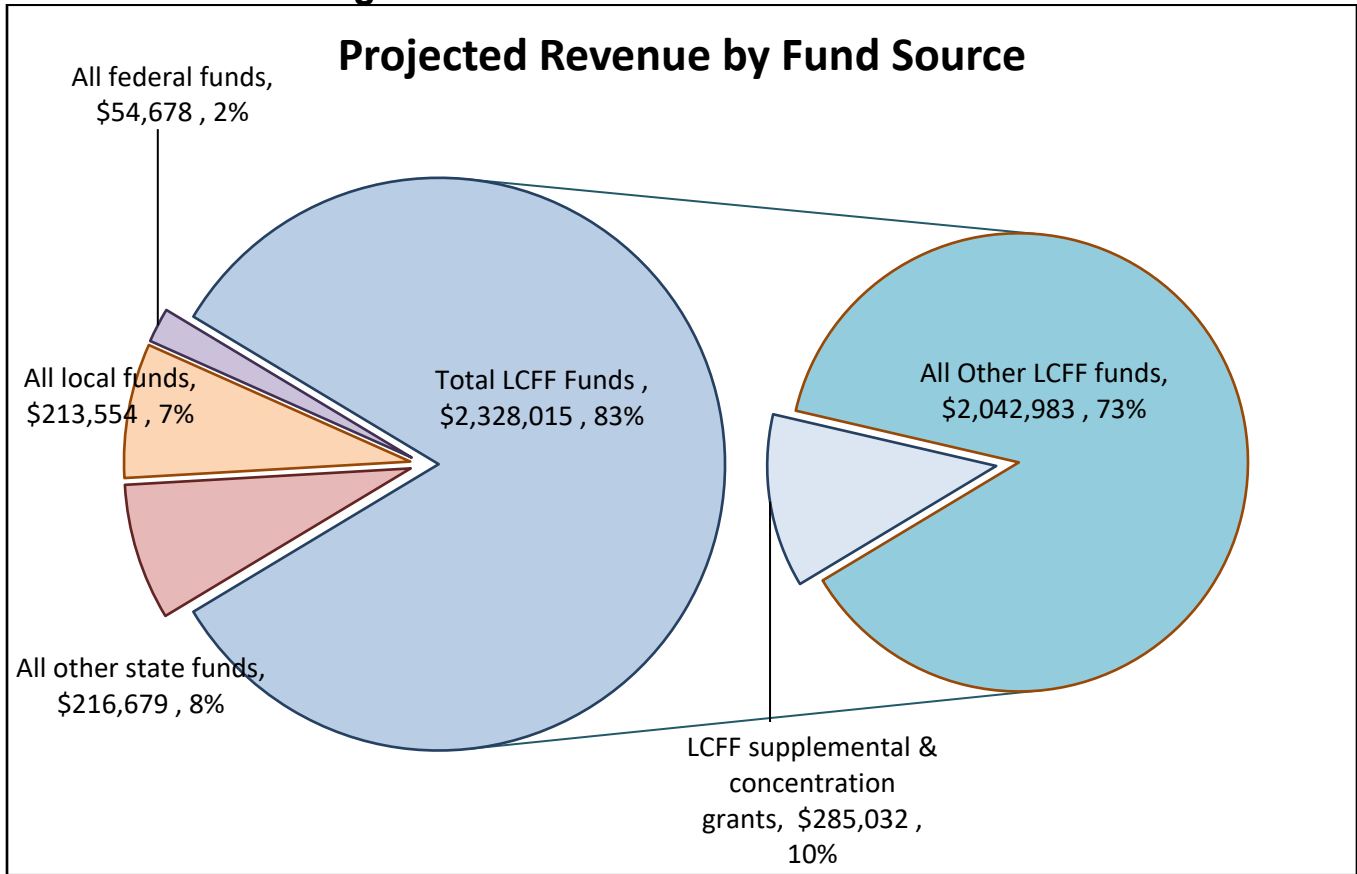
Dr. Marlene Batista

Superintendent

805-525-6111

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

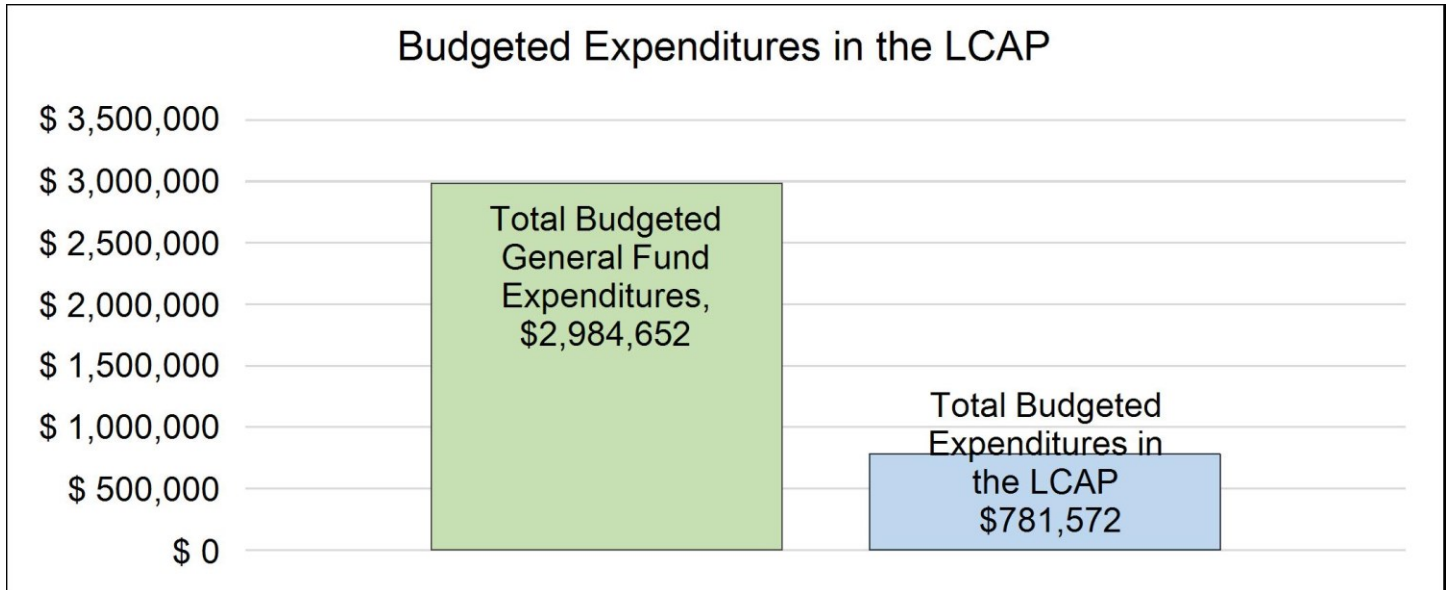


This chart shows the total general purpose revenue Mupu Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mupu Elementary School District is \$2,812,926, of which \$2,328,015 is Local Control Funding Formula (LCFF), \$216,679 is other state funds, \$213,554 is local funds, and \$54,678 is federal funds. Of the \$2,328,015 in LCFF Funds, \$285,032 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mupu Elementary 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: Mupu Elementary School District plans to spend \$2,984,652 for the 2024-25 school year. Of that amount, \$781,572 is tied to actions/services in the LCAP and \$2,203,080 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

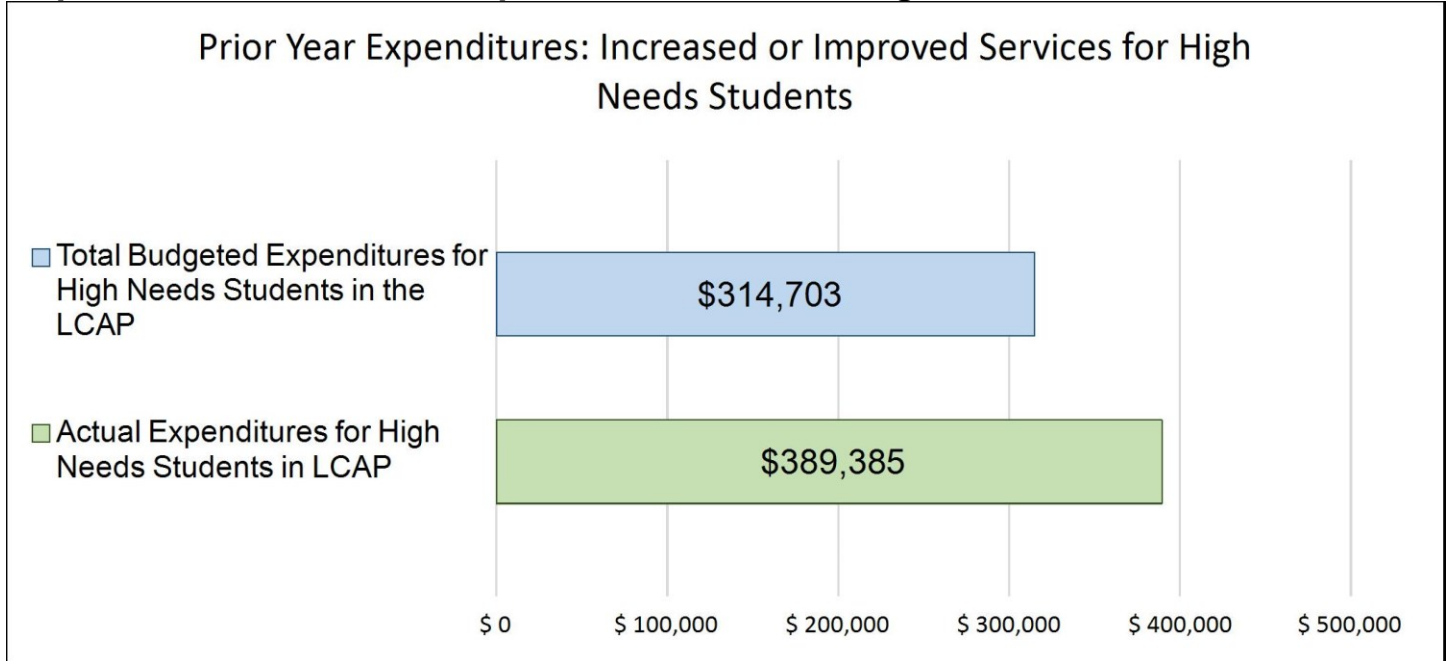
The LCAP does not include expenditures for administrative and support staff salaries and benefits, maintenance and operations, special education, or most classroom teachers.

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

In 2024-25, Mupu Elementary School District is projecting it will receive \$285,032 based on the enrollment of foster youth, English learner, and low-income students. Mupu Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mupu Elementary School District plans to spend \$434,465 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



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

The text description of the above chart is as follows: In 2023-24, Mupu Elementary School District's LCAP budgeted \$314,703 for planned actions to increase or improve services for high needs students. Mupu Elementary School District actually spent \$389,385 for actions to increase or improve services for high needs students in 2023-24.



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
Mupu Elementary School District	Dr. Marlene Batista Superintendent	marlene.batista@mupu.org 805-525-6111

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is a broad goal. The objective is to provide an educational experience that will prepare all scholars for life, college and/or career. Mupu has a reputation of high expectations and parents send their children to our school knowing they will get a top-notch education and will leave prepared for the next steps in their educational journey. Our goal is to continue to provide all scholars with a quality standards-based learning program that ensures learning is taking place for all scholars, including Students with Disabilities (SWDs), English Language Learners (ELLs), Foster Youth (FY) and low socio-economic status (SES) every single day. This will be measured by CAASPP results, local assessments and measures, English Learner Proficiency Assessments for California (ELPAC), reclassification rates, purchased curriculum, the annual CA Dashboard Local Indicator self-reflection.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	<p>Pending 2020-2021 Results</p> <p>2018-2019 Schoolwide: 45% Standards Met or Above 6 points below Level 3</p>	59% met or exceeded ELA standards	<p>Most recently available data:</p> <p>2021-22 Dataquest All students 49% met or exceeded ELs: 17% met or exceeded Foster Youth - No data (0 enrolled) Low-Income: 25% Met or exceeded Students with Disabilities: 13% met or exceeded</p>	<p>Per local ELA assessment data currently TK-2 students at or above grade level = 55% 3rd-8th at or above grade level = 56%</p> <p>2022-23 Dataquest All Students 47.1% met or exceeded ELs: 17.7% met or exceeded FY: No data LI: 38.7% met or exceeded SWD: 6.7% met or exceeded</p>	<p>Pending 2020-2021 Results, new baseline</p> <p>Updated Desired Outcome 23-24: Increase met or exceeded by 6% for All Students and pupil subgroups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP MATH	<p>Pending 2020-2021 Results</p> <p>2018-2019 Districtwide: 51% Standards Met or Above 10 points DFS</p>	34% met or exceeded Math standards	<p>Most recently available data:</p> <p>2021-22 Dataquest All students 28% met or exceeded ELs: 0% met or exceeded Foster Youth - No data (0 enrolled) Low-Income: 16% Met or exceeded Students with Disabilities: 15% met or exceeded</p>	<p>Per local Math assessment data currently TK-2 students at or above grade level = 62% 3rd-8th at or above grade level = 45%</p> <p>2022-23 Dataquest All Students 30.6% met or exceeded ELs: 17.6% met or exceeded FY: No data LI: 25.8% met or exceeded SWD: 13.3% met or exceeded</p>	<p>Pending 2020-2021 Results, new baseline</p> <p>Updated Desired Outcome 23-24: Increase met or exceeded by 7% for All Students and pupil subgroups.</p>
CA Science Assessment (CAST)	<p>Pending 2020-2021 Results</p> <p>2018-2019 (Most Recent Results) Standard Exceeded Level 4 - Grade 5 - 0 Grade 8 -16.67% Standard Exceeded Level 3 - Grade 5 – 5.56 % Grade 8 -16.67%</p>	36% met or exceeded Science standards	<p>Most recently available data:</p> <p>2020-21 Dataquest: 5th graders met or exceeded science standards All Students: 30% English Learners: 4% Foster Youth: No data (0 enrolled) Low-income: 15%</p>	<p>2022-23 Dataquest: 5th graders met or exceeded science standards All Students: 27.8%</p> <p>8th graders met or exceeded science standards All Students: 42.9%</p> <p>All Students: 35.9% met or exceeded</p>	<p>Pending 2020-2021 Results, new baseline</p> <p>Updated Desired Outcome 23-24: 5th grade Increase met or exceeded by 4% for All Students and pupil subgroups.</p> <p>8th Grade</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standard Exceeded Level 2 - Grade 5 – 66.67 % Grade 8 -16.67% Standard Exceeded Level 1 - Grade 5 – 27.78 % Grade 8 -16.67%</p>		<p>Students with Disabilities:11% 8th graders met or exceeded science standards All Students: 27% English Learners: 2% Foster Youth: No data (0 enrolled) Low-income: 14% Students with Disabilities:6% 2021-22 Dataquest: 5th graders met or exceeded science standards All Students: 31% English Learners: 4% Foster Youth: No data (0 enrolled) Low-income: 19% Students with Disabilities:12% 8th graders met or exceeded science standards All Students: 29% English Learners: 2% Foster Youth: No data (0 enrolled) Low-income: 18%</p>	<p>English Learners: No data Foster Youth: No data (0 enrolled) Low-income: 30.8% Students with Disabilities: No data</p>	<p>Increase ,met or exceeded by 6% for all Students and pupil subgroups.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students with Disabilities:7%		
Local Indicator Reflection: Teachers Fully Credentialed and appropriately assigned	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection	Met, Teachers 100% fully credentialed, reflection completed	Met, Teachers 100% fully credentialed, reflection completed (2022-23 Dashboard)	This goal has been met, all teachers are fully credentialed. (2023-24 Dashboard)	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Local Indicator Reflection: Standards Aligned Instructional Materials for Every Student	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection	Met, reflection completed and posted on the dashboard Standards aligned materials available for all scholars	Met, reflection completed and posted on the dashboard Standards aligned materials available for all scholars (2022-23 Dashboard)	This goal has been met all scholars have access to standards aligned materials. (2023-24 Dashboard)	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Reclassification Rates	Prior to school closure, 13.3% of ELs were reclassified as Fluent for SY 2019-2020. Source Dataquest	2021-2022 11.8% English Learners with 5% Reclassified Fluent English Proficient (RFEP) Source: Dataquest	Most recently available data- Data correction to the previous year's data. 2020-21 Dataquest Reclassification Rate: 0% 2021-22 Dataquest Reclassification Rate: No Data Available 2022-23 QGIS Reclassification Rate: 0%	Local Data: 23/24 14.6% English Learners Reclassification Rate: 9%	Increase RFEP based on EL enrollment each year. Return to pre-COVID reclassification rate of 13%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Assessment	Most recent 2018-2019 (12 students) Level 3 16.67% Level 2 83.33%	Source: Dataquest 2020-2021 Summative ELPAC Results Overall Performance (16 scholars) Level 4 - 6.25% Level 3 -37.5% Level 2- 37.5% Level 1 - 18.75%	Most Recently Available Data : Source: CA Dashboard 2021-22 Summative ELPAC Results Overall Performance (11 scholars) Level 4 - 9.09% Level 3 - 45.45% Level 2 - 45.45% Level 1 - 0%	Source: CA Dashboard 2022-23 Summative ELPAC Results Overall Performance (26 scholars) Level 4 - 11.54% Level 3 - 34.62% Level 2 - 38.46% Level 1 - 15.38% 23.5% of students made progress in ELPAC	Increase Level 3, decrease level 1 & 2, move EL students to Level 4 Updated Desired Outcome: Move 25% of student one level or more on ELPAC
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection	Met, reflection completed and posted on the dashboard Standards aligned materials available for all scholars along with integrated and designated supports aligned to English Learners Source CA Dashboard	Met, reflection completed and posted on the dashboard Standards aligned materials available for all scholars along with integrated and designated supports aligned to English Learners Source CA Dashboard Baseline: 12.8% D and F rate in 4th-8th grade	This goal has been met. Source: 2023-24 CA Dashboard)	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection Lower D and F rate to 10% or less in 4th-8th grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Source 2022-23 SIS Gradebook Q		
Update College Readiness Supports and Professional Development (Honor Roll, Access to college counselors, training on UC/CSU readiness for stakeholders, etc.)	Baseline of supports and PD opportunities to be created in 2021-2022	Superintendent met with the county office to create a plan for the 2022-23 year for professional learning on high school and college/career planning. 2 meetings scheduled for 2022-23	Due to change in leadership, plans for this year were not completed. Re-evaluation of this area and plan to be implemented by new superintendent	Goal partially met - Students attended 2 college trips this year. PD sessions were not instituted.	Maintain or increase 2023-2024 to include 2 PD sessions for staff to engage College/Career opportunities and college visits with scholars and families as 3year outcome
All high school indicators do not apply to the K-8 (AP, UC-AG, CTE Pathways, EAP, high school dropout, graduation)	N/A	N/A	N/A	N/A	N/A
Attendance Rates	2020-2021 local data 94%	2021-2022 Local data shows under 94%, public data not released at this time. 2020=2021 CA Dashboard data shows Chronic Absenteeism Data shows 1.9% Source: Dashboard	2022-23 Local data QGIS shows 93.4% attendance rate.	Based on local measures we currently have an attendance rate of 94% schoolwide.	Increase to 97% Updated desired outcomes 23-24: Increase attendance rate to 95% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	N/A	N/A	<p>New Metric: Most recent available data:</p> <p>2021-22 Dataquest shows Chronic absenteeism All Students: 15.2% English Learners: 26.3% Foster Youth: n/a (0 students) Students with Disabilities: 20% Low Income: 34%</p>	<p>2022-23 CA Dashboard shows Chronic Absenteeism All Students: 18.9%</p> <p>23-24 SY QSIS local data: All students (190) 10% chronic absenteeism</p>	<p>Decrease chronic absenteeism:</p> <p>All students: to 12% or less English Learners: 20% or less Foster Youth: n/a (0 students) Students with Disabilities: to 15% or less Low Income: 30% or less</p>

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.

As we look at Goal 1 and determine our success in the area of professional development we had a focus on Restorative Justice with teachers. Based on our disciplinary data and conversations with staff it was felt that a focus on behaviors would assist our school in moving our academics forward. In order to support our students with additional resources and offer intervention for students both at school and home several programs were purchased for all students which included ST Math and Lexia as well as continued use of programs like Moby Max for our SWD. These programs were especially helpful for our UPP students. As a school we have continued to support technology access for all students and Chromebooks were replaced for all 1st and 5th grade students and new Ipads were purchased for our TK students as it was felt that these were more developmentally appropriate for their age level. In order to better support some students with unique needs and SWD within the classroom, additional instructional aide time was utilized to allow for small group instruction and more

targeted supports. Our middle school was exposed to several trips to colleges and universities in the area to expose them to college readiness skills. Areas that were not implemented to the full extent was the additional supports for EL students by our additional 1/2 time teacher. Although she was able to go in and support language in the Kindergarten, 1st and 2nd grade classrooms, we did not give the targeted support to our upper grade LTELs and ELs at risk of becoming LTELs. This is definitely an area that we plan to target for the upcoming year. Additionally, extra hourly for teachers to work on identifying focus standards and a scope and sequence for their grade level was also not used. We found that within the given time on Friday collaboration and planning teachers were able to put together this information. As we look to the next year we feel it more appropriate to target these additional funds towards release time for teachers to analyze and have data chats with the administrator three times a year.

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

We found that we had increased expenditures in several areas this year which included the curriculum resources, technology and instructional aide time.

The following explains the significant material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action #2: The budgeted Expenditure amount was \$22,000, and the estimated Actual Expenditure was \$50,702. The reason for the difference was a need to enhance our supplemental supports in ELA and Math this year moved us to the purchase of new on line interventions and supports that were used across the district and provided additional resources to our students, including our SWD, EL, FY and LI, both at school and home. .

Action #3: The budgeted Expenditure amount was \$35,000 and the estimated actual expenditure was \$45,583. The reason for the difference was that as we evaluated our technology needs, the addition of a separate TK classroom caused us to determine that I pads would be the most effective form of technology for our younger students.

Action #5: The budgeted expenditure amount was \$58,410 and the estimated actual expenditure was \$99,451. The reason for this difference was a need to better support our students with unique needs which included SWD, LI, FY and EL students moved us to increase instructional aide time in the classrooms. This allowed for these students to receive more small group and one on one support as needed.

Action #10: The budgeted expenditure amount was \$9426 and the estimated actual expenditure was \$0. The reason for this difference was that teachers were able to do the work on the scope and sequence guides to identify priority standards within the collaboration time given on early dismissal Fridays and did not need to use extra hourly to complete this project.

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

According to the 22-23 Dashboard Mupu showed increase of 5.4 points in ELA and 5.7 points in Math. In looking at percentages we saw little to no gains in ELA except for our LI students who increased by 13%. In Mathematics we did see a small increase for all students as well as strong increases for EL students and Low Income. In both areas SWD decreased or stayed the same. In analyzing our data and looking at our actions the staff realizes that support systems are only as good as the data available. The actions related to these academic goals will be updated this year to include a districtwide assessment system that will support data chats and allow teachers to do more data driven instruction and interventions. Science curriculum and materials were replenished this year in an effort to provide more hands on experiences for our students in 4th-8th grade. We saw increases in our science scores in 22-23 in 8th grade and with the new materials purchased for 4th and 5th grade we anticipate some increases in our 5th grade scores this year. Overall scores for both 5th and 8th for all students went up by 12% and for our Low Income subgroup we went up by 7% so we are hopeful that we will continue these increases this year and meet our goal.

Professional Development focused on Restorative Justice this year and increasing engagement with students We have seen a decrease in chronic absenteeism based on local measures this year. Through the use of positive behavior reinforcements we have also seen increases in daily attendance in all grade levels. Continuing to emphasize the importance of attendance and creating classrooms and a school environment that engages students will continue to assist us in increasing attendance rates for our students schoolwide.

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.

Based on the current data and an analysis of our actions we have determined a need for data chats and formalized local assessments to target interventions and create learning plans for students with unique needs especially for our EL and SWD where we did not see the increases we wanted to see. Our data shows a need to continue to target our EL students, especially those in upper grades who are LTELs or at risk of becoming LTELs. Next year we will carve out specific intervention time for our 5th-8th grade EL students and use data to target the areas of need that will help these students increase their ELA performance and move them closer to being reclassified. Schoolwide PD will be focused on ELD classroom strategies and decreasing the achievement gap for our English Learners. Because our dashboard shows we are further away from our target than ELA, our professional development for next year will be focused on the new Math Framework and math practices in the classroom.

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	Building on Goal 1, Goal 2 is focused on providing engaging, enriching opportunities that enhance and support the academic standards and curriculum. MESD has developed the Focus Goal to address areas of need of increasing actions and services for their small school district, so scholars have enrichment and support to promote life, college, and career campus. MESD will align actions/services and add expanded learning opportunities to support the implementation of state standards with curriculum and services that encourage scholars and increase engagement and promote a positive school climate. Increased or improved services will be principally directed for unduplicated pupils (FY, LI, EL) and support for students with disabilities and students with unique pupil needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey - Enrichment Opportunities (Field Trips, Art, extracurricular activities)	Baseline Survey Data to be administered early spring 2022	Artist in the Classroom for all grades; overnight field trips for 6th-8th	100% of all classrooms participated in one round of Artist in the classroom, 100% of 6-8th grade students were offered to attend overnight field trips, 100% of TK-5th grade students participated in at least one field trip, 100% of all students received music instruction once a week from a Music teacher.	CHKS was administered in April and results are pending. Based on student input from the Student Advisory Team activities and decisions were made for student activities.	Increased positive survey results, pending baseline data. Updated desired outcomes 23-24: 90% of students have positive feedback on enrichment and extracurricular activities offered at school as presented through Fall 2023 student survey results and feedback from the Student Advisory Council.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly Parent/Family Engagement Feedback (Input & Participation) Survey (including FY, EL, SpEd, and LI)	Baseline Survey Data to be administered quarterly and representative of all student groups (FY, EL, SpEd, LI)	Data not available at this time	Data not available at this time.	CHKS 23-24 Parent Survey (17 respondents) Parental Involvement 66% Actively Seek Input 12% Feel Welcomed 18% School Adults Really Care About Students 24% Provide parents with advice and resources 33%	pending baseline data Updated desired outcomes 23-24: A 70% in parent satisfaction and participation will be the goal.
Physical Fitness Test	Data Quest (most recent results) 2018-2019 Aerobic Capacity 5th grade 22.2 7th grade 0.0 Body Composition 5th grade 33.3 7th grade 0.0 Abdominal Strength 5th grade 33.3 7th grade 100.0 Trunk Extension Strength	2021-2022 Physical Fitness Test For the 2021-2022 an emergency act changed how the outcome results would be reported for PFT. This year, 2021-2022, the PFT participation rate will be the only metric monitored. No data results have been released since 2018-19.	2022-23 Physical Fitness Test For the 2022-23 school year the state continued to require schools only to complete participation rates for the PFT. Student Participation Rate: 100%	2023-24 Physical Fitness Test: 100% of students completed the Physical Fitness test.	pending 2021-2022 results Updated Desired Outcomes 2023-24: Student Participation Rate: 100% - Based on the state's monitoring for the 2022-23 academic year, the student participation rate is monitored, and no additional monitoring identification have been established.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th grade 72.2 7th grade 100.0 Upper Body Strength 5th grade 33.3 7th grade 78.9 Flexibility 5th grade 61.1 7th grade 89.5 Source: CA Dashboard				
Course Access - Students have access and are enrolled in a broad course of study.	Local Indicator Self-Reflection CA Dashboard "Met"	Met, per the self reflection students have access to courses and activities outside of the standard, including STEAM, music, civics, etc. Source: 21-22 CA Dashboard	Met, per the self reflection students have access to courses and activities outside of the standard, including STEAM, music, civics, etc. Source: 22-23 CA Dashboard	Source: 23-24 CA Dashboard This goal is met.	maintain 'met' on CA School Dashboard
Student Survey - Connectedness & Safety	Local Survey to be developed Most recent results California Healthy Kids Survey 2017-2018 California	2021 -2022 CHKS data has not been made available , pending	Source Data 2021-2022 California Healthy Kids Survey (CHKS) results: <ul style="list-style-type: none"> Grade 5 School connectedness† 79% 	CHKS 23-24 : 5th grade School connectedness 51% Academic Motivation 70% Caring Adult Relationships 55%	Pending data from local 2021-2022 Survey Updated Desired Outcome 2023-24: Based on the CHKS result:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Healthy Kids Survey Data -Grade 5 School connectedness† 62% Academic motivation† 43% Caring adult relationships† 68% High expectations† 68% Meaningful participation† 12 %</p> <ul style="list-style-type: none"> Grade 7 School connectedness† 23% Academic motivation† 27% Caring adult relationships† 41% High expectations† 54% Meaningful participation† 9% 		<p>(up 17%) Academic motivation† 80% (up 37%) Caring adult relationships† 80% (up 12%) High expectations† 84% (up 16%) Meaningful participation† 40% (28%)</p> <ul style="list-style-type: none"> Grade 7 School connectedness† 54% (up 31%) Academic motivation† 54% (up 10%) Caring adult relationships† 69% (up 28%) High expectations† 76% (up 22%) Meaningful participation† 22% (up 13%) <p>Source: 21-22 California Healthy Kids Survey</p>	<p>High Expectations 71% Meaningful Participation 29%</p> <p>7th grade School connectedness 45% Academic Motivation 56% Caring Adult Relationships 46% High Expectations 76% Meaningful Participation 21%</p>	<p>Grade 5 - School connectedness 80% or greater Academic motivation 80% or grater Carind adult relationships 80% or greater High expectations 80% or better Meaniingful participation 60% or better</p> <p>Grade 7 - School connectedness 70% or greater Academic motivation 70% or grater Carind adult relationships 70% or greater High expectations 70% or better Meaniingful participation 40% or better</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School dropout rate	No dropouts, 0% rate Q SIS	2020-2021 0 students, 0% rate CALPADS	2021-22 0 students, 0% rate CALPADS	2022-23 CALPADS: Maintaining at 0%	Maintain at 0%
Chronic Absenteeism	2019 CA School Dashboard 11.7% chronically absent Declined 0.9%	2020-2021 1.9% Source: DataQuest	2021-22 15.2% chronically absent Increase 13.3% Source: DataQuest	2023-24 Q-SIS: Based on local data there is currently a 10% rate of chronic absenteeism.	Decrease below 10%
Suspension	2019 CA School Dashboard 5.8% red status 2020-2021 Local Data 0 students	2020-2021 0 Suspensions Source: School Information System -Q	2021-22 CA Dashboard Very Low status - 0 suspensions	2023 CA Dashboard Based 2023 showed us in Orange with a 2.7% suspension rate On local data there have been 3 suspensions this year.	CA Dashboard maintain suspension rates to below state's 3.4% (2019)
Expulsion	No expulsion, 0% rate Q SIS	2020-2021 0 Expulsions Source: School Information System -Q	2021-22 0 Expulsions Source: Dataquest	2023-24 Dataquest: Maintaining at 0%	Maintain 0%

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.

This year a focus on behavior and student engagement was a priority at Mupu. Staff was trained through the Ventura County Office of Education on Restorative Justice. Lessons on Respect were done in the spring with middle school students to work on overall behavior and student interactions with each other. Suspensions were focused on students with a history of violations of Ed Code and counseling was

offered to these students. Student conferencing and parent communication was also key in these cases. Students continue to enjoy art and music, therefore Artists in the Classroom were once again contracted to do art lessons in the fall and spring. Additionally, a music teacher was hired to provide all Tk-8 students weekly music lessons which included vocal and instrumental music. A group of middle school students were nominated by their peers to create a Student Advisory Team that met with the principal/superintendent at least once a month to provide input on student requests, answer questions and give clarification on school policies. These meetings led to decisions and activities requested by students to ensure they felt their voice was being heard. We were happy to collaborate this year with Santa Paula Parks and Recreation to provide students team sports for football, basketball and cheer. These activities were well received by students and families and provided an opportunity for school spirit. The music teacher provided after school guitar lessons which was exciting to our musically inclined middle school students. We are continuing to look at ways to offer more of these extra curricular opportunities for next year. Attendance letters were sent out regularly this year to inform parents of concerns regarding student attendance and meetings were held with parents of students who were close to or already in the chronic absenteeism ranges. Monthly classroom attendance incentives were done to encourage students to improve daily attendance as well as tardies. Overall we did see a decrease in chronic absenteeism and overall attendance. Parent meetings did not occur as planned and the few input meetings that were conducted showed little to no response. The superintendent/principal continued to work collaboratively with the Mupu Parent Club to provide activities for students and families like the Spring Fling, fun day, the track meet and other engaging activities. These activities were well attended.

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

The following explains the significant material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action #3: The budgeted Expenditure amount was \$31,478, and the estimated Actual Expenditure was \$0. The reason for the difference was this year's changes to building structures created a new space for the Learning Resource Center but furniture and materials had been purchased in previous years therefore there was no need to spend money to ensure the space was available for our struggling students principally our SWD, FY, LI and EL students. The district did hire a full time Resource Teacher to ensure that these students had the support needed.

Action #4: The budgeted Expenditure amount was \$27,860, and the estimated Actual Expenditure was \$120,956. The reason for the difference was the need for more social emotional supports was apparent at the end of last year; therefore, the district added an additional day to their contract for a school counselor with Ventura County Office of Education which was a much larger expense than originally budgeted for. This allowed our counselor to hold more groups and individual counseling as well as individual work with students exhibiting difficult situations that affected their schooling.

Action #6, 7 and 8: The budgeted Expenditure amount was \$9725, and the estimated Actual Expenditure was \$500. The reason for the difference was in the area of healthy lifestyle, attendance and multicultural awareness, some of these areas were supported through activities that did not cost the district additional funds and through the attendance goal. As stated previously, parent engagement activities were not

provided as anticipated but have already been calendared for the next school year focusing on activities that parents suggested would be of interest to them. For goal 8 for the school wide behavior program, the school was able to utilize funds from a CalHope grant through the county to provide training for teachers as well as a one day trip to Simi Valley for all middle school students provided by All It Takes to train students on positive leadership and collaboration. We will continue this work through an overnight trip for all middle school students for next year.

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

We feel confident that the work we have done in Goal 2 has been very effective and we continue to evaluate additional needs and supports for staff, students and families. Absenteeism continues to be a focus in the COVID aftermath and will be a focus for the next three years. We continue to see a need for social emotional supports for our students and we will continue the additional counseling time and look for ways to fund additional time if possible. We continue to see difficulty with overall student behaviors and how they treat each other, our work started this year with staff training but will continue in the next three years as we collaborate with All It Takes to provide students with the tools needed for positive leadership and we have contracted with the Kern County Office of Education to continue the work in Positive Behavior Intervention Systems for our staff. We also hope to provide some training through them for parents as well so that they can be our partners in ensuring students are engaging positively with the teachers and peers.

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.

As we analyze this goal we have determined the continuation of quite a few of the actions and plan to expand on them is necessary to see continued improvement. As we know, this work is not something that occurs overnight and continuing the trajectory while making changes each year based on our results will allow us to ensure a safe and engaging environment for both students and staff. We have decided to create a more expanded goal on multicultural awareness and actually focus this work on anti-bias and anti-racist training for students and staff. We have experienced an increase in discipline issues related to unkind and inappropriate language among the students that we believe need to be addressed explicitly. We are working to find resources and work with an organization that can help us address these concerns. Parents have expressed a want for outdoor activities for students and we are looking at offering a gardening club through parent volunteers. This action will be combined with Goal 3 in providing students with outdoor learning spaces that can give them opportunities to learn outside of the classroom. In the area of chronic absenteeism, we will continue to follow through with the SART process this year and if needed for those students continuing to have chronic absenteeism move towards the SARB process eliciting the support of the county and outside resources to help these families in overcoming whatever the issues are that are causing their children to miss so much school. Overall, we feel that this goal was not ineffective but rather just needs some fine tuning and continued focus to see higher levels of improvement.

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	Goal 3 serves as a maintenance goal. A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows Mupu to track performance on any progress of facilities and safety. The objective of Goal 3 is to maintain and strengthen a safe, nurturing 21st century environment that supports learning and preserves the traditional character of the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (FIT)	Good Repair	2021-2022 Mupu rated -In Good Repair Source: 21-22 CDE Facilities Inspection Tool (FIT)	2022-23 Mupu rated - In Good Repair Source: 22-23 CDE Facilities Inspection Tool (FIT)	2023-24 Mupu rated - In Good Repair Source: 23-24 CDE Facilities Inspection Tool (FIT)	Maintain Good Repair
Outdoor Learning Spaces	Baseline for 2021-2022 pending	Incomplete, the new portables were the need to provide for more in-person learning opportunities, outdoor spaces will continue to be on the agenda to meet the year 3 desired outcome	2023-24 Local Construction Completion Report 0%	The bid process has been completed and work on the landscaping with plans included to provide outdoor learning spaces will be a priority this summer and next school year.	Increase by 1
Portable Classroom	Install 1 Portable classroom grades 6-8	Three portables scheduled to be installed in October 2022	3 Portable classrooms: 90% completed and will be	Completed. All three portables were installed and are in	Updated desired outcome:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ready for the school opening for 2023-24.	use as of August 2023.	3 classrooms fully operational for the 2023-24 school year.

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.

We are happy to report that with the help of our bond initiative Mupu was able to complete the work on the addition of three new portables in the school. This has allowed for all grade levels to have their own classroom and has decreased overall class size giving students a sense of belonging and personal space. We have worked with the board to continue the improvement projects and are finally ready to begin the work on the landscaping and outdoor learning spaces this summer and moving into the 24-25 school year. We anticipate the field work to be completed over the summer and working on our blacktop to make the school outdoors more engaging for students. We have made school facilities a priority and feel that we are well on our way to doing this despite the fact that this work is a tedious and long process due to state restrictions and regulations. We are confident that in this next three year cycle of the LCAP we will see these improvements completed.

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

The following explains the significant material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action #2: The budgeted Expenditure amount was \$10,000, and the estimated Actual Expenditure was \$0. The reason for the difference was that we were unable to complete this project due to the work that had to be done to complete the portable classrooms. Our facilities director has worked diligently with the superintendent and board to create a plan that ensures that these facilities upgrades will be cost effective and long lasting. The outdoor learning space continues to be a project within our larger facilities plan over the next few years.

Action #3: The budgeted expenditure amount was \$50,000, and the estimated actual expenditure was \$152,262. The reason for the difference was that the additional classrooms that were added were a higher expense than anticipated because they had to be furnished and set up for teachers and students.

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

Overall this was a very effective goal and other than the postponing of creating the outdoor learning spaces due to the time it took to get the portables installed we are well on our way to creating a safe and enriching school environment and a beautiful outdoor space for students. We will continue this work over the next 3 year LCAP cycle.

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.

Because the work of the portables have now been completed this action will be removed. We will continue with our outdoor learning space action as we are now moving to playground and field improvements and this will be the time to add this to our site.

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

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
Mupu Elementary School District	Dr. Marlene Batista Superintendent	marlene.batista@mupu.org 805-525-6111

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.

Mupu continues to be one of the best places we can imagine for TK-8th grade children to learn and grow. Scholars from all walks of life come to our school, which is nestled in the Santa Paula Canyon north of the City of Santa Paula. In their time here, our scholars will participate in a rigorous academic program that encompasses all subject areas, will learn to think critically and solve problems and learn what it means to be a person of strong character. We are preparing our scholars to be successful citizens of the 21st Century. As we have moved into our third full year of in person instruction, we have found that scholars continue to show lasting social emotional effects of the pandemic so our staff to work hard to mitigate this by maintaining high expectations both academically and socially.

In the 2023-24 school year, according to our local data Mupu served 190 scholars with demographics being 77.3% Hispanic and 21.6% White and less than 1.1% of two or more races. Our English Learner population is 14.6%, Special Education represents 8.5%, low socioeconomic represents 62.5%, and foster care/homeless make up 2.2% of our district population. The District employs one superintendent/principal, eleven full-time teachers, and seven classified personnel. Speech and Language services, an Occupational Therapist, a Deaf and Hard of Hearing specialist, a counselor, and a psychologist are outsourced through Ventura County SELPA and Ventura County Office of Education.

As the superintendent beginning my third year at Mupu I am excited to begin our new three year journey with LCAP as we continue to work on three goals that focus on the rigorous academic experiences, engagement opportunities, and providing a safe and nurturing environment for all scholars with the help of all educational partners.

Reflections: Annual Performance

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

Despite a tumultuous transition year in 2022-23 we were excited to see growth in our scholars in our academic areas on the Dashboard. In our English Language Arts our scores increased by 5 points. The overall district continues to be in yellow with 19 points below standard but we were happy to see that neither our Hispanic or Socioeconomically disadvantaged subgroups scored below the district average. As we have continued to focus on our instructional practices at Mupu utilizing a variety of support materials to support our English Learners (EL), Students with Disabilities (SWD) and Low Income students (LI) and fill in educational gaps. In the area of math, the school also increased by 4.3 points on the dashboard putting our students in the yellow and 52.2 points below standard. Although our LI students were also in the yellow along the general population, our Hispanic subgroup was in the orange at 60.1 points below standard, although this score maintained we realize that we need to continue to work harder in this area. This year we purchased ST Math a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. With continued usage, we plan to see

increased results across mathematics. What we have come to understand is that data driven instruction is the necessary key for improving student performance. Mupu is lacking in local assessment data; therefore, this coming year we will be investing in an ELA and Math districtwide assessment program that will allow our teachers to progress monitor students and individualize instruction for students.

In looking at our EL students we found that 23.5% of students increased their ELPI levels, 11.8% of students maintained and 64.7% of students decreased. With a small EL population like ours at Mupu, it is easy to overlook EL students within the classroom. Although we have a TK teacher who has been pushing into K-2 working in small groups on intervention for our ELs, next year we plan to look for a more targeted program to support our EL students. In addition, our EL support teacher will pull our upper-grade EL students twice a week to work on specific skills that are keeping these students from reclassifying. The new assessment system will also help us to better track and progress and monitor our students so that we can focus our instruction on specific EL student needs.

2023 CA Dashboard, Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. Lowest performance (red indicator) on the Dashboard - Percentage District: All: 19.7%, LI: 24.5%, HI: 20.1% The overall percentage having increased by 4.1% from the previous year. This year a concerted effort was made to send out attendance letters and meet with families of students who were in danger of becoming chronically absent. Based on our local data we believe our efforts have paid off and that we have dropped our percent of chronically absent students to about 11%. We are hoping this will be reflected in our dashboard for 2024.

In suspension rates, our dashboard indicated that Mupu was at a 3.2% suspension rate although still under the state average. Our subgroups fell in the orange area above the overall. Because of our small size, the suspension of very few students can have a large impact on our percentage. We also realize that because of distance learning in previous years, suspension rates had been minimal with students off campus. As we have returned to in person instruction we have found behaviors in students that were not so prevalent in the past. This year our teachers attended training in the areas of Restorative Justice (RJ) and Positive Behavior Intervention Systems (PBIS) through the county. The staff continues to feel the need for additional support and resources in learning how to manage behaviors in class and work on keeping students from escalating to situations that are cause for suspension. This is an area that we will continue to work on as a staff next year.

As we look at this past year we feel that our school has been moving the arrow in the right direction and we will continue to use reflective practices and data informed decision making as we continue to strive for excellence for our students at Mupu.

Addressing State Priority 7A (Access to a Broad course of study):

Mupu Elementary School District utilizes Aeqitas, our school information system, class rosters, board adopted curriculum and materials, report cards, and SIRAS (Simulation, Instrumentation, Reduction and Analysis System for special education) to ensure all scholars have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Based on the above-mentioned measures, our “one school” school district is able to measure that we offer a broad course of study for all scholars, including students with exceptional needs. Mupu Elementary School District, a small school district, continues to work to ensure all scholars have access to courses. Despite limited staffing Mupu is working towards bringing support faculty, such as a music teacher or artists

in the classroom, once a week to give our students varied opportunities for a very rich course offering. We provide training and supports for our teachers to ensure they are able to provide our students with a broad course of study.

Mupu has purchased several online software programs last year such as MobyMax, and Lexia in the areas of ELA and ST Math for math support on a broader scale for all students. Additionally, we have renewed and increased our licenses with IXL which affords our scholars access to practice and review in the areas of history, math, language arts and science. These programs provide a personalized learning platform and allow for independent learning, review, intervention and/or acceleration. We will continue to use these resources this year to support all students in accessing a broad course of study.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Mupu Elementary School Community at Large	Monthly School Board Meetings - a link to all agendas and meeting dates can be found by copying and pasting these links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4282/mupu/3560755/23-24-Board-Meeting-Schedule.pdf https://www.mupu.org/page/board-agendas-packet LCAP public hearing was held on 6/6/2024.
Teachers and Staff	Staff Meetings 2023-24, meeting were held bi-weekly to gather feedback and address needs
Mupu Parent Club	The Mupu Parents Club meetings were held monthly and were advertised through the MPC social media outlets as well as ParentSquare. Our 14.6 percent as a district, however, MESD provides translation, as needed, and all Q communications can be received in the home language. Parent link - https://mupu.org/parents/
Parents	Mupu Parent Club meetings held monthly, Informational meetings throughout the year, Parentsquare communication and input surveys, Mupu School Board Meetings, an LCAP input meeting was held on 5/22/2024.
Students	CHKS, Student Advisory Team (group of 6th-8th grade students acting as representatives for the school) met bi-weekly to discuss concerns, get input and learn about students needs and wants.
SELPA	The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet

Educational Partner(s)	Process for Engagement
	Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.
Public Hearing and Board Adoption	A public hearing was held on June 6, 2024 and no comments from the public were provided. The Mupu Elementary SD Board Adoption occurred on June 20, 2024.

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

The 2023-24 school year offered parents a second year in working with a new administration at Mupu to continue building upon the goals Mupu developed for the 2023-24 school year. Although parents continue to share a strong desire to continue with overnight field trips for upper graders a mutual understanding about the impact of behaviors on overnight trips has been understood. Although overnight trips were not offered this year, students were given many opportunities to have outdoor learning experiences through a myriad of fieldtrips for all grade levels that focused on opportunities for college and career readiness for our middle school grades while our younger scholars participated in trips that aligned with their instruction in the classroom. A more stringent behavior policy for attendance on fieldtrips has helped alleviate staff concerns with student behaviors and as we move into the next year we are taking our parent input and putting an overnight trip focused on student leadership and positive role modeling for all middle school students in an effort to begin the traditional Astrocamp and Catalina fieldtrips in the near future. Communication has greatly improved between parents and administration/staff but parents continue to voice a need for more. The administration will look at creating a clear policy for staff in regards to school/home communication for next year. High expectations and input from educational partners also align with the focus on providing all scholars with a quality standards-based learning program that ensures learning is taking place for all scholars. It is also evident from the survey feedback that scholar (student) provided supports and increased services are in place to address the unique pupil and family needs. This includes student groups such as students with disabilities (SWD), English Learners (EL), those living in poverty (Low Income -LI), all Foster Youth, and students/families experiencing homelessness. The Mupu Staff engaged in conversations during the LCAP mid-year review to look at the success of the actions put in place. LCAP input meetings for staff were held on April 19 and May 10 to gather information and suggestions from staff as to goals and actions related to the LCAP.

2024-2025 LCAP will continue to address the three core areas to ensure MESD's continued success. There will be three broad goals centered around student outcomes, engagement, and conditions of learning. The first will address student outcomes, focusing on pupil achievement in both state and local assessments with an overarching goal of life, college, and career readiness. Based on parent feedback, we will continue to purchase licenses for software support. Teachers indicated a need for better progress monitoring of student performance throughout the year so the purchase of a districtwide assessment system has been included in the new LCAP. The second goal will address engagement and connectedness for all educational partners continuing to work on school climate and culture and relationships between the administration, staff and families. Educational partner engagement would like to continue the actions that provide enriching opportunities that enhance and support the academic standards and curriculum. An added goal of putting all middle school students through an overnight trip focused on positive leadership has been included to work towards parents' desire to resume overnight fieldtrips in the coming years. Social-

Emotional supports is evident from the feedback we have received from families and staff; therefore, a plan to support and train staff on tools for behavior management, trying to increase counselor time as well as looking in to an SEL curriculum as a Tier 1 intervention for all students will be a large part of the LCAP this year. The third goal is aligned to the conditions of learning for our MESD scholars. Both staff and board members realize the importance of providing extra learning spaces as our enrollment continues to grow. As we complete the last phase of the playard and field upgrades parents are now looking towards supporting us in the creation of outdoor learning spaces and installation of a new play structure. Both staff and parents felt a need for more security and the installation of more updated security cameras have also been included in the plan. Scholars and families look forward to extracurricular activities, including the continuation of team sports through Santa Paula Parks and Recreational Services, overnight field trips and more day fieldtrip.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase achievement for all students while decreasing performance gaps for unduplicated students (FY, LI, EL and SWD) by ensuring high academic achievement through rigorous learning experiences that will prepare all scholars for life, college and career.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

State Priority 4, Pupil Achievement, and State Priority 8, Other Pupil Outcomes address analysis and an alignment with both state-required assessments and also MESD local assessments. This analysis of the data connects with our high expectations and efforts to prepare our students for life, college, and/or career. This analysis shares strengths as a district to support all scholars in their journey. The data shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, Low-Income, Foster Youth student group, along with services for our students with disabilities and any other group with unique needs. The most recent CA Dashboard was released in 2023 and indicated a small increase in the overall performance in the ELA (Yellow status) and mathematics (Yellow status) for the CAASPP SBAC state assessment. As a small school district, the status can change dramatically because of a slight increase or decrease due to our smaller enrollment. The 2023 Dashboard actual achievement for ELA and Math exceeded the state average on the CA Dashboard. This goal supports an educational experience with high expectations which addresses State Priority 5, especially pupil engagement and State Priority 7 a broad access to courses for all students. To ensure basic conditions for learning are addressed State Priority 1, Fully Credentialed and appropriately assigned teachers, access to state standard materials, including ELD/language acquisition standards, and full implementation of the standards ensure student readiness for a rigorous and aligned curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	<p>22-23 Dataquest:</p> <p>All Students 47.1% met or exceeded ELs: 17.7% met or exceeded FY: No data LI: 38.7% met or exceeded SWD: 6.7% met or exceeded</p> <p>CA Dashboard 2023 Performance:</p> <p>All Students Yellow - 16.1 points below standard Hispanic Yellow - 24 points below standard Socioeconomically Disadvantaged Yellow - 23.9 below standard</p>			<p>25-26 Dataquest:</p> <p>Increase met or exceeded by 7% for All Students and pupil subgroups per year</p> <p>CA Dashboard 2026 Performance:</p> <p>Increase Dashboard Performance Status for All Students by 6 points per year (performance color- Green/Performance level-Standard Met)</p> <p>Increase Dashboard Performance Status for Hispanic and Socioeconomically Disadvantaged by 10 points each year closing the performance gap for all subgroups.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP MATH	<p>2022-23 Dataquest:</p> <p>All Students 30.6% met or exceeded ELs: 17.6% met or exceeded FY: No data LI: 25.8% met or exceeded SWD: 13.3% met or exceeded</p> <p>CA Dashboard 2023 Performance:</p> <p>All Students Yellow - 48.8 points below standard Hispanic Orange - 59.9 points below standard Socioeconomically Disadvantaged Yellow - 53.9 below standard</p>			<p>25-26 Dataquest:</p> <p>Increase met or exceeded by 7% for All Students and pupil subgroups per year.</p> <p>CA Dashboard 2026 Performance:</p> <p>Maintain Dashboard Performance Status for All Students to performance color-Yellow/Performance level closer to Standard Met by decreasing points below standard to less than 30 points by increasing at least 6 points per year</p> <p>Maintain Dashboard Performance Status for Hispanic and Socioeconomically</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Disadvantaged Students to performance color-Yellow/Performance level closer to Standard Met by decreasing points below standard to less than 30 points by increasing at least 6 points per year for Hispanic group and increase by 10 points each year for Socioeconomically Disadvantaged closing the performance gap.	
1.3	CA Science Assessment (CAST)	<p>2022-23 Dataquest:</p> <p>All Students: 35.9% met or exceeded</p> <p>English Learners: No data</p> <p>Foster Youth: No data (0 enrolled)</p> <p>Low-income: 30.8%</p> <p>Students with Disabilities: No data</p> <p>5th graders met or exceeded science standards</p>			<p>2025-26 Dataquest:</p> <p>All Students: 50% met or exceeded</p> <p>English Learners: No data</p> <p>Foster Youth: No data (0 enrolled)</p> <p>Low-income: 45%</p> <p>Students with Disabilities: No data</p> <p>5th grade</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students: 27.8%</p> <p>8th graders met or exceeded science standards</p> <p>All Students: 42.9%</p>			<p>Increase met or exceeded by 4% for All Students and pupil subgroups each year.</p> <p>8th Grade Increase ,met or exceeded by 6% for all Students and pupil subgroups per year.</p>	
1.4	<p>Fully credentialed and appropriately assigned teachers</p> <p>(State Priority 1A)</p>	<p>Source: 2022-23 CA Dashboard Local Indicators Report</p> <p>Clear Teaching Credential: Percentage of teachers teaching full-time: 91.1%</p> <p>Comparison to Statewide Average: Above</p>			<p>Source: 2025-26 CA Dashboard Local Indicators Report</p> <p>Clear Teaching Credential: Percentage of teachers teaching full-time: ?%</p> <p>Comparison to Statewide Average: Above</p>	
1.5	<p>Student access to standards-aligned instructional materials</p> <p>(State Priority 1B)</p>	<p>Source: 2022-23 CA Dashboard Local Indicators</p> <p>Percent of students WITHOUT access to</p>			<p>Source: 2025-2026 CA Dashboard Local Indicators</p> <p>Percent of students</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their own copies of standards-aligned instructional materials for use at school and at home: 0%			WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	
1.6	Reclassification Rates	2023-24 Local Reclassification Criteria/Q-SIS: English Learners Reclassification Rate: 9%			2026-27 Local Reclassification Criteria/Q-SIS: Increase reclassification rate to 14% or better	
1.7	English Learner Proficiency/Summative ELPAC Percentage of students at each overall performance level (State Priority 4E)	Source: 2022-23 DataQuest-Summative ELPAC Results Level 1: 15.38% Level 2: 38.46% Level 3: 34.62% Level 4: 11.54%			Source: 2025-26 DataQuest-Summative ELPAC Results Level 1: 10% Level 2: 25% Level 3: 40% Level 4: 25%	
1.8	Implementation of the academic content and performance standards adopted by the State Board	Source: 2022-2023, CA Dashboard Local Indicators			Source: 2025-2026, CA Dashboard Local Indicators	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(State Priorities 2A & 2B)</p>	<p>Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5</p> <p>Instructional Materials ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4</p> <p>Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 3 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4</p>			<p>Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5</p> <p>Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5</p> <p>Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Next Generation Science Standards: 5 History-Social Science: 5	
1.9	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A			N/A	

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	Professional Development	Develop staffs' depth of knowledge in areas such as ELD standards and strategies, the new math frameworks and math practices, writing and induction support as well as instructional planning and utilizing assessment data to target instruction. All trainings will have a focus targeted on UPP, including SWDs and Hispanic subgroups.	\$9,055.00	No
1.2	Standards Based Curriculum	Provide a standards based curriculum in al areas of study, including ELD standards. Purchase necessary materials and online resources and intervention programs so students can conduct CCSS aligned investigations, performance tasks and science project to increase student achievement in all subgroups (UPP) including areas of focus for SWDs and students groups with unique pupil needs	\$50,000.00	No
1.3	Technology	Continue to purchase and replenish technology so that scholars and teachers optimize online and digital learning.	\$25,500.00	No
1.4	Homeless Liaison	Designate a homeless/foster youth liaison to ensure immediate enrollment, smooth transition, and support as needed. Ensuring school stability will reduce the amount of trauma that homeless youth experience, mitigate learning loss, and support gains in all other education area.	\$24,453.00	Yes
1.5	Additional Staff	Provide extra teacher and aide support to help meet the needs of English Learners and other pupils with unique needs, including FY, LI/Homeless, and SWD.	\$102,245.00	Yes
1.6	College Readiness	Update College Readiness Supports (honor roll, student training on UC/CSU readiness, collaboration with high school, etc..) as well as visitations to college campuses and universities for our middle school students. This will provide our unduplicated pupils such as EL, FY, and LI access to the information needed to develop college readiness skills.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Supplemental Materials	Purchase supplemental materials and software to aid English Language Learners and other pupils with unique needs such as SWD, FY, and LI, in the further development of language and math skills	\$14,000.00	Yes
1.8	Class Size	Provide additional teacher in the classroom in order to maintain small class sizes and assist our UPP such as FY, LI and EL	\$105,851.00	Yes
1.9	Literacy	Promote schoolwide literacy through upgrading and purchasing more books to enhance all classroom libraries, access to digital libraries, author fairs, guest speakers and literacy assemblies.	\$5,000.00	No
1.10	Extra hourly/sub release	Give teachers extra hours or sub release time to identify areas of learning needs based on student data in order to create student improvement goals and meet with the principal for student data chats three times a year.	\$5,508.00	No
1.11	Schoolwide Assessment	Purchase a schoolwide assessment tool to allow teachers to progress monitor student performance, interventions and conduct data chats with the principal.	\$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families with particular emphasis on the HEART guidelines (Have a positive attitude, Expect success, Accept responsibility, Respect myself and other, Thing before acting).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self-Reflection, local assessments, and surveys/feedback from educational partners. There is a need to enhance engagement and climate as scholars continue to exhibit long lasting effects in their social emotional well-being after the pandemic. Expanded learning opportunities are built into the goal to enhance areas of success and addressing areas of need. Engagement is a core focus with State Priority 3, Parent/Family Involvement, State Priority 5, Pupil Engagement, and State Priority 6 School Climate closely aligned with metrics to measure the effectiveness of the goal/actions. This goal supports continued high attendance rates and decreasing chronic absenteeism rates. This goal also builds on providing extra supports towards the priorities aligned with Pupil Outcomes (4,8) and Conditions of Learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access and are enrolled in a broad course of study (Arts, Music, Social Science, Health, PE, etc.) Increased or improved services will be principally directed for unduplicated pupil groups (FY, EL, LI) and also targeted to support scholars who have an IEP and those with unique pupil needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Attendance Rate Average percentage of daily attendance for the year - state goal is 97%	Source: 2023-24 Local data QGIS ALL: 94.55%			Source: 2026-27 Local data QGIS ALL: 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5A)	EL, FY, HOM, SWD: Student group too small to report. Local data does not desegregate LI or HI groups for ADA.				
2.2	Chronic Absenteeism Rates Percentage of students who are absent from school 10 percent or more of the instructional days they were enrolled (State Priority 5B)	Source 2023-24 Local Data QGIS ALL: 10% FY, HOM and SWD: Student group too small to report EL: 13% LI: 10% HI: 9% WH: 15%			Source: 2025-26 CA Dashboard ALL: 8% FY, HOM, SWD: Student group too small to report EL: 10% LI: 8% HI: 8% WH: 10%	
2.3	Student Survey - Connectedness & Safety	Source Data 2023-24 California Healthy Kids Survey (CHKS) results: <ul style="list-style-type: none"> Grade 5 5th grade School connectedness 51% Academic Motivation 70% Caring Adult Relationships 55% High Expectations 71% Meaningful Participation 29% 			Source Data 26-27 CHKS result: Grade 5 - School connectedness 75% or greater Academic motivation 80% or greater Carig adult relationships 75% or greater High expectations 80% or better	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Grade 7 7th grade School connectedness 45% Academic Motivation 56% Caring Adult Relationships 46% High Expectations 76% Meaningful Participation 21%			Meaningful participation 60% or better Grade 7 - School connectedness 75% or greater Academic motivation 80% or greater Caring adult relationships 75% or greater High expectations 70% or better Meaningful participation 40% or better attendance rates to 97%	
2.4	Student Survey - Enrichment Opportunities (Field Trips, Art, extracurricular activities)	CHKS 23-24: 5th Interesting Activities offered at school 63% Meaningful Participation 29% 7th Interesting Activities offered at school 35% Meaningful Participation 21%			CHKS 26-27: Increase 5th Interesting Activities offered at school 80% Meaningful Participation 60% 7th Interesting Activities offered at school 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Meaningful Participation 65%</p> <p>Positive feedback from Student Advisory Team</p>	
2.5	<p>California Healthy Kids Survey (CHKS) - Parent Survey (includes FY, EL, SWD, and LI parents)</p> <p>Percentage of parents responding "Yes, agree and strongly agree"</p> <p>(State Priority 3A, 3B, 3C)</p>	<p>Source: 2023-24 CHKS Report</p> <p>Parental Involvement: 66%</p> <p>Actively Seek Input: 12%</p> <p>Feel Welcomed: 18%</p> <p>School Adults Really Care About Students: 24%</p>			<p>Source: 2026-27 CHKS Report</p> <p>Parental Involvement: 80%</p> <p>Actively Seek Input: 40%</p> <p>Feel Welcomed: 50%</p> <p>School Adults Really Care About Students: 60%</p>	
2.6	<p>Physical Fitness Test</p> <p>Percentage of students completing the Physical Fitness Test.</p> <p>(State Priority 8)</p>	<p>2023-24 Dataquest:</p> <p>100% of students completed the Physical Fitness test.</p>			<p>2026-27 Dataquest:</p> <p>100% of students completed the Physical Fitness Test.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Course Access - Students have access and are enrolled in a broad course of study. (State Priority 7)	Source: 22-23 CA Dashboard Local measure: Class roster/Master schedule: 100% student access Met, per the self reflection students have access to courses and activities outside of the standard, including STEAM, music, civics, etc.			Source: 2025-26 CA Dashboard: Local measure: Class roster/Master schedule: 100% student access maintain 'met' on CA School Dashboard	
2.8	Middle School Dropout Rate Number – Count of dropouts, and Percentage – Percentage of dropout (State Priority 5C)	Source: 2022-2023 CA Dashboard ALL: 0 ALL: 0%			Source: 2025-26 CA Dashboard ALL: 0 ALL: 0%	
2.9	Student Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard ALL: 3.2% EL, FY, HOM, SWD: Student group too small to report LI: 4.3%			Source: 2025-26 CA Dashboard All: 2.0% EL, FY, HOM, SWD: Student group too small to report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 3% WH: 2.1% Lowest performance (red indicator) on the CA Dashboard: ALL			LI: 3.0% WH: 1.5% Lowest performance (red indicator) on the Dashboard - Percentage District: 2.0%	
2.10	Expulsion Rates (State Priority 5B)	Source: 2022-2023 DataQuest ALL: 0%			Source: 2025-26 DataQuest ALL: 0%	
2.11	School Safety CHKS	CHKS 2023-24 Results: 5th Feel safe at school 73% Been hit or pushed 64% Students well behaved 36% Students treated with respect 82% 7th Feel safe at school 63% Bullying or Harassment 69% Rumors and lies spread 63% Students treated fairly 24%			CHKS 2026-27: Increase CHKS Results 5th Feel safe at school (up) 90% Been hit or pushed (down) 30% Students well behaved (up) 70% Students treated with respect (up) 90% 7th Feel safe at school (up) 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Bullying or Harassment (down) 30% Rumors and lies spread (up) 25% Students treated fairly (up) 75%	
2.12	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A			N/A	

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	Field Trips	Continue TK-8th grade field trips to support and enhance curriculum for all students including EL, FY, LI and SWD. Lowest Performance: Prioritize participation of Hispanic students, Low-income, and students with disabilities, who have higher suspension rates, to provide engaging experiences that increase school connectedness and reduce behavioral issues.	\$36,554.00	Yes
2.2	Art and Music	Support fine arts and music enrichment in educational program including EL, LI, FY and SWD. Lowest Performance: Use arts and music education as a strategy to engage chronically absent students and those at risk of suspension, particularly Hispanic students and students with disabilities, to improve attendance and reduce behavioral incidents.	\$48,658.00	Yes
2.3	Multicultural awareness	Provide multicultural awareness and sensitivity training for students and staff to increase acceptance and tolerance across the school. Lowest Performance: Focus multicultural awareness training on strategies to support Hispanic students and students with disabilities, who have higher suspension rates, to improve school climate and reduce disciplinary incidents.	\$10,000.00	Yes
2.4	Social Emotional Supports	As a Dashboard Lowest Performance Required Action Mupu will provide social-emotional counseling services and SEL materials which will further support our EL, FY, LI and SWD. Lowest Performance: Provide targeted social-emotional support and counseling for chronically absent students and those at risk of suspension, particularly Hispanic students and students with disabilities, to address underlying issues affecting attendance and behavior.	\$91,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Extracurricular activities	Create and/or continue sports through Santa Paula Parks and Recreations, as well as social clubs, tutoring and after school classes that increase scholar engagement including EL, FY, LI and SWD. Lowest Performance: Actively recruit and support the participation of chronically absent students and those with higher suspension rates, especially Hispanic students and students with disabilities, to increase their school engagement and reduce behavioral issues.	\$21,362.00	Yes
2.6	Healthy Living	Develop an awareness of a healthy and engaging life style that includes instruction in nutrition and participation in community service opportunities. Lowest Performance: Incorporate lessons on stress management and conflict resolution, targeting students with higher suspension rates, particularly Hispanic students and students with disabilities, to promote positive behaviors and reduce disciplinary incidents.	\$1,500.00	No
2.7	Family Engagement	Provide classes for families throughout the year on a variety of topics related to supporting their children in academics, social emotional supports, behavior management, etc.. including our EL, FY, LI and SWD. Lowest Performance: Provide targeted outreach and support to families of chronically absent students and those with higher suspension rates, especially Hispanic families and families of students with disabilities, to address attendance issues and improve behavior.	\$3,000.00	Yes
2.8	PBIS	Provide support for staff in the area of PBIS and behavior management in order to promote a schoolwide behavior management system that takes developmental levels into account and provides a structured, safe and nurturing learning environment for all students. Lowest Performance: Implement culturally responsive PBIS strategies that specifically address the needs of Hispanic students and students with disabilities, who have higher suspension rates, to improve behavior and reduce disciplinary incidents.	\$3,725.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Overnight Trip	Provide all 6th-8th grade students with leadership training and social emotional supports with a 3-day all It Takes camp in the 2024-25 school year which will include our FY, LI, EL and SWD. Then continue to send all incoming 6th graders beginning in the 2025-26 school year. Lowest Performance: Ensure participation of students with higher rates of chronic absenteeism and suspension, particularly Hispanic students and students with disabilities, in the overnight trip to build positive relationships and improve school engagement.	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe, clean, functional, and secure environment for all staff and students while preserving the traditional character of the school.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Based on the analysis of the annual update and educational partner input, MESD provides facilities in good repair. Per educational partner engagement, the Conditions of Learning (State Priority 1) became an area to maintain. Areas of growth will be to create more outdoor learning spaces and completion of the field, blacktop and play structure for students. We know that attending a school with aesthetic appeal as well as engaging activities for students to participate in increases student engagement and a positive school climate (State Priority 6). These efforts will build on the broad and focus goals on increasing a life, college, and career campus where students and families feel good, engaged and safe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>California Healthy Kids Survey (CHKS) – Parent Survey</p> <p>Percentage of parents responding:</p> <p>“School has clean and well maintained facilities/properties”</p> <p>(State Priority 6C)</p>	<p>Source: 2023-24 CHKS</p> <p>Strongly Agree: 24% Agree: 65%</p>			<p>Source: 2026-27 CHKS</p> <p>Strongly Agree: 65% Agree: 30%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0			Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	
3.3	Outdoor Learning Spaces (Construction Completion Rate) (State Priority 1C)	Source: 2023-24 Local Report (Construction Completion Rate) Completion Rate: 0%			Source: 2026-2 Local Report (Construction Completion Rate) Completion Rate: 100%	

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	Maintain Facilities	Regularly Inspect, monitor, repair and maintain grounds and facilities that are safe, welcoming and support student learning.	\$50,000.00	No
3.2	Nurturing Environment	Create a safe and nurturing environment for all students which includes safe drop off and pick up and the creation of outdoor learning spaces for alternative opportunities to access lessons outside of the indoor classroom setting.	\$107,931.00	No
3.3	Security Cameras	Install new surveillance cameras around the school to provide safety and security on campus.	\$35,000.00	No
3.4	Greener School	Encourage a greener school through recycling projects, reducing waste, use of water filling station, and making students aware.	\$0.00	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
\$\$285,032	\$\$13,484

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
13.952%	0.000%	\$0.00	13.952%

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
1.4	<p>Action: Homeless Liaison</p> <p>Need: Specific data point: Specific data point: 2023-24 local data shows that 2.2% of students are identified as foster youth/homeless, with these students having a higher chronic absenteeism rate and lower</p>	<p>Specific skills/topics: Immediate enrollment procedures; coordination of support services; trauma-informed practices; academic intervention strategies for highly mobile students.</p> <p>Expected improvement: By designating a specific staff member as a homeless liaison and implementing a coordinated support system, Mupu ESD aims to reduce chronic absenteeism for foster youth and homeless</p>	<p>This action is implemented LEA-wide to ensure that all staff members across the district are prepared to support foster youth and homeless students effectively. This approach promotes consistency in support services and ensures that these</p>

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
	<p>academic performance compared to the general student population. Feedback from educational partners: Parents and staff have reported challenges in providing consistent support for foster youth and homeless students, particularly in areas of attendance, academic performance, and social-emotional well-being. Improvement on current practice: Current support for foster youth and homeless students is inconsistent across the district and needs an enhanced formalized, coordinated approach.</p> <p>Scope: LEA-wide</p>	<p>students by ??% and improve their academic performance by ??% in the 2026-27 school year.</p>	<p>vulnerable students receive necessary assistance regardless of which school they attend or how often they may change schools. While specifically targeting foster youth and homeless students, this LEA-wide approach also benefits all students by creating a more inclusive and supportive school environment.</p>
<p>1.5</p>	<p>Action: Additional Staff</p> <p>Need: Specific data point: 2022-23 CA Dashboard shows all student groups are not performing at grade level standards in ELA and Math, and unduplicated student groups and students with disabilities are falling behind compared to all student group average data. Feedback from educational partners: Staff requested for instructional aides in the classroom to help support small group instruction and one on one support to meet the needs of unduplicated pupil groups English</p>	<p>Specific skills/topics: By hiring Instructional Aides, Mupu ESD aims to provide targeted language support, small group instruction, and individualized attention for English learners and students with disabilities.</p>	<p>This enhanced support, Mupu ESD aims to increase ELA Dashboard Performance Status for All Students to Green by increasing by 6 points per year. Increase performance status for Hispanic and Socioeconomically Disadvantaged by 10 points each year closing the performance gap for all subgroups by 2025-26 school year. Maintain Dashboard Performance Status for All Students to</p>

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
	<p>Learners, Foster Youth, Low-income, and Students with Disabilities. Improvement on current practice: Current staffing needs support to enhance personalized support to meet the diverse needs of unduplicated pupil groups and students with disabilities.</p> <p>Scope: LEA-wide</p>		<p>Yellow but decreasing points below standard to less than 30 points by increasing by at least 6 points per year. Increase performance status for Hispanic to yellow by increasing by a minimum of 6 points per year and maintain Socioeconomically Disadvantaged at yellow but decrease points below standard to less than 30 points by increasing 10 points each year closing the performance gap by 2025-26 school year.</p>
1.6	<p>Action: College Readiness</p> <p>Need: Specific data point: 2023-24 student survey data shows 70% of 5th grade students and 56% 7th grade students feeling Academic Motivation (including unduplicated pupil groups). Feedback from educational partners: Parents and students have expressed a strong desire for more college and career exposure, particularly for first-generation college-bound students. Improvement on current practice: Current college readiness efforts are limited to occasional college visits for upper grades, an</p>	<p>Specific skills/topics: Age-appropriate college awareness curriculum; study skills; goal-setting; career exploration; high school preparation. Preparing students for college readiness is a skillset that begins in elementary school. We understand that many students, especially those from marginalized groups and our subgroups may not have the exposure to college readiness skills or an understanding of the requirements for college. By starting early with these conversations with all our students, teaching the study skills and providing opportunities for college visits and speakers we can help prepare our students for college and career readiness. This action is implemented LEA-wide to build a college-going culture throughout the K-8</p>	<p>By implementing a comprehensive college readiness program, Mupu ESD aims to increase the percentage of 5th grade students feeling Academic Motivation to 80% or greater overall and percentage of 7th grade students feeling Academic Motivation to 70% or greater overall, with a high emphasis for unduplicated pupil groups by the 2026-27 school year. Why provided LEA-wide:</p>

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
	<p>enhanced comprehensive K-8 approach is needed.</p> <p>Scope: LEA-wide</p>	<p>experience. This approach ensures all students, particularly unduplicated pupils, receive consistent exposure to college and career readiness concepts, benefiting the entire student body while addressing the specific needs of first-generation college-bound students.</p>	<p>This action is implemented LEA-wide to build a college-going culture throughout the K-8 experience. This approach ensures all students, particularly unduplicated pupils, receive consistent exposure to college and career readiness concepts, benefiting the entire student body while addressing the specific needs of first-generation college-bound students.</p>
<p>1.7</p>	<p>Action: Supplemental Materials</p> <p>Need: All students including LI, FY, EL subgroups</p> <p>Scope: LEA-wide</p>	<p>Specific data point: 2022-23 ELPAC data shows 53.84% of English Learners are performing at Level 1 and Level 2 performance levels. 2022-23 CA Dashboard shows all student groups are not performing at grade level standards in ELA and Math, and unduplicated student groups and students with disabilities are falling behind compared to all student group average data.</p> <p>Feedback from educational partners: Teachers have requested additional resources to support differentiated instruction in core content areas.</p> <p>Improvement on current practice: Current materials need enhanced differentiation to meet the needs for various levels of English language proficiency for ELs and supplemental core content support.</p>	<p>Specific skills/topics: Adaptive language development software; culturally relevant texts at various reading levels; visual aids and manipulatives for math and science.</p> <p>Expected improvement: By providing targeted supplemental materials, Mupu ESD aims to increase the percentage of English Learners making adequate progress by 25%, increase ELA Dashboard Performance Status for All Students to Green by increasing by 6</p>

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
		<p>We are aware that the state has lagged in new textbook adoptions since Covid. In order to keep up to date on the latest materials that are in line with new frameworks we must purchase additional resources which include technology supports that can be used to enhance the curriculum as well as provide individualized intervention supports. This can help all students and can specifically help target our unduplicated pupil groups in decreasing the achievement gap.</p> <p>This action is implemented LEA-wide to ensure all classrooms have access to high-quality supplemental materials. While specifically targeting English Learners, these resources can benefit all students needing additional support, creating a more inclusive learning environment across the district</p>	<p>points per year. Increase performance status for Hispanic and Socioeconomically Disadvantaged by 10 points each year closing the performance gap for all subgroups by 2025-26 school year. Maintain Dashboard Performance Status for All Students to Yellow but decreasing points below standard to less than 30 points by increasing by at least 6 points per year. Increase performance status for Hispanic to yellow by increasing by a minimum of 6 points per year and maintain Socioeconomically Disadvantaged at yellow but decrease points below standard to less than 30 points by increasing 10 points each year closing the performance gap by 2025-26 school year.</p>
1.8	<p>Action: Class Size</p> <p>Need: Specific data point:</p>	<p>Specific skills/topics: Small group instruction strategies; differentiated instruction techniques; personalized learning approaches.</p>	<p>By reducing class sizes, Mupu ESD aims to increase ELA Dashboard Performance Status for All Students to Green by</p>

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
	<p>2022-23 CA Dashboard shows all student groups are not performing at grade level standards in ELA and Math, and unduplicated student groups and students with disabilities are falling behind compared to all student group average data.</p> <p>Feedback from educational partners: Teachers report difficulty providing individualized attention in current class sizes, particularly for struggling students.</p> <p>Improvement on current practice: Current class sizes limit opportunities for small group and individualized instruction.</p> <p>Scope: LEA-wide</p>	<p>This action is implemented LEA-wide to ensure equitable access to smaller class sizes across all grade levels. While particularly beneficial for struggling students and unduplicated pupils, reduced class sizes improve the learning environment for all students.</p>	<p>increasing by 6 points per year. Increase performance status for Hispanic and Socioeconomically Disadvantaged by 10 points each year closing the performance gap for all subgroups by 2025-26 school year. Maintain Dashboard Performance Status for All Students to Yellow but decreasing points below standard to less than 30 points by increasing by at least 6 points per year. Increase performance status for Hispanic to yellow by increasing by a minimum of 6 points per year and maintain Socioeconomically Disadvantaged at yellow but decrease points below standard to less than 30 points by increasing 10 points each year closing the performance gap by 2025-26 school year.</p>
<p>2.1</p>	<p>Action: Field Trips</p> <p>Need: Specific data point:</p>	<p>Specific skills/topics: Curriculum-aligned experiential learning; virtual field trips; connection of real-world experiences to classroom objectives.</p>	<p>By expanding field trip opportunities, Mupu ESD aims to increase student connectedness to 75% overall and for</p>

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
	<p>2023-24 student climate survey shows 51% of 5th grade students and 45% of 7th grade students reporting connectedness in school. Feedback from educational partners: Parents and students have requested more real-world learning experiences to connect classroom content to practical applications. Improvement on current practice: Current field trip offerings are limited and not consistently aligned with curriculum across all grade levels.</p> <p>Scope: LEA-wide</p>	<p>This action is implemented LEA-wide to ensure all students have equitable access to enriching field trip experiences. While particularly beneficial for unduplicated pupils who may have limited exposure to such experiences outside of school, this approach enhances the educational experience for all students.</p>	<p>unduplicated pupils by the 2026-27 school year.</p>
<p>2.2</p>	<p>Action: Art and Music</p> <p>Need: Specific data point: 2023-24 student survey data shows 70% of 5th grade students and 56% 7th grade students feeling Academic Motivation (including unduplicated pupil groups). Research shows that music and art in the school increases academic performance for all students, but especially for our unduplicated pupil groups that may not have the opportunity to be exposed to the arts at home. Feedback from educational partners: Students and families have expressed high interest in expanded arts and music programs. Improvement on current practice:</p>	<p>Specific skills/topics: Visual arts instruction; music education; arts integration in core subjects; cultural arts exploration.</p> <p>This action is implemented LEA-wide to provide equitable access to arts education for all students. While particularly beneficial for unduplicated pupils who may have limited access to arts education outside of school, this approach enhances creativity, engagement, and academic performance for all students. By providing all our students an art and music program we believe we can create a well rounded enriching environment that will increase student engagement and academic achievement.</p>	<p>By enhancing arts and music programs, Mupu ESD aims to increase the percentage of 5th grade students feeling Academic Motivation to 80% or greater overall and percentage of 7th grade students feeling Academic Motivation to 70% or greater overall, with a high emphasis for unduplicated pupil groups by the 2026-27 school year, as well as increase overall ELA and Math by 7% for all students including unduplicated pupils by the 2026-27 school year.</p>

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
	<p>Current arts offerings are limited and not consistently available across all grade levels.</p> <p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Multicultural awareness</p> <p>Need: Specific data point: 2023-24 school climate survey shows 73% of 5th grade students and 63% of 7th grade students Feel Safe at School. Our behavior incidents have shown an increase in Racist and Biased remarks and actions by students towards students of marginalized groups. Feedback from educational partners: Families and community members have requested a more culturally inclusive curriculum and school environment. Improvement on current practice: Current multicultural education is limited to annual cultural celebrations, and needs enhanced consistent integration into daily instruction.</p> <p>Scope: LEA-wide</p>	<p>Specific skills/topics: Culturally responsive teaching practices; multicultural literature integration; diverse historical perspectives; cultural competency skills. This action is implemented LEA-wide to create an inclusive environment benefiting all students, addressing behavioral issues, and educating students about anti-racist and anti-bias behaviors and communication. While particularly important for students from diverse backgrounds, multicultural awareness enhances cultural competency and global understanding for all students.</p>	<p>By implementing a comprehensive multicultural awareness program, Mupu ESD aims to increase the percentage of students Feeling Safe at School to 90% or better for all students including students from diverse backgrounds by the 2026-27 school year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p>Action: Social Emotional Supports</p> <p>Need: Specific data point: 2023-24 referral data shows 24% of students were sent to the office for behavior and disciplinary actions. In addition, there was an increase of counseling services needed to support students which required one additional day of SEL counseling. Feedback from educational partners: Teachers and families have reported a need for more comprehensive social emotional resources and support. Improvement on current practice: Current counseling services are limited and reactive, and need an enhanced proactive, comprehensive approach to student social emotional support. An overall tier 1 school program that focuses on SEL as well as continuing with an additional day of counselor support will allow the school to provide the mental health and social emotional supports that all students need, especially our students in our unduplicated pupil groups, which may be feeling the affects of these issues more due to their living conditions.</p> <p>Scope: LEA-wide</p>	<p>Specific skills/topics: Social-emotional learning curriculum; trauma-informed practices; stress management techniques; conflict resolution skills. This action is implemented LEA-wide to support all students' social emotional health and improve overall school climate. While particularly beneficial for unduplicated pupils who may face additional stressors, this approach promotes emotional well-being for all students.</p>	<p>By implementing comprehensive social-emotional supports, Mupu ESD aims to reduce disciplinary referrals by 50% overall for all students including unduplicated pupils by the 2026-27 school year.</p>

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
<p>2.5</p>	<p>Action: Extracurricular activities</p> <p>Need: Specific data point: 2023-24 student climate survey shows 51% of 5th grade students and 45% of 7th grade students reporting connectedness in school. Feedback from educational partners: Based on student feedback in the Student Advisory Team and a climate survey sent out in the Spring of 2023 parents shared a desire to have students more engaged in school through extracurricular activities. Staff and families expressed the need for students to feel connected through sports and clubs that are outside of academic instruction.</p> <p>Scope: LEA-wide</p>	<p>Current extracurricular activities are in need of sports and a variety of choices to engage a broader range of student interests. This action is implemented LEA-wide to increase engagement opportunities for all students. While particularly beneficial for unduplicated pupils who may have limited access to extracurricular activities outside of school, this approach enhances the overall school experience and promotes well-rounded development for all students.</p>	<p>By expanding extracurricular offerings, Mupu ESD aims to increase student involvement in school activities to 80% and student connectedness to 75% overall for all students including unduplicated pupils by the 2026-27 school year.</p>
<p>2.7</p>	<p>Action: Family Engagement</p> <p>Need: Specific data point: 2023-24 Parent/Family Engagement Feedback data shows Parental Involvement at 66% for all parents including unduplicated pupil groups. Feedback from educational partners: Families have reported scheduling conflicts and lack of relevant content as barriers to participation in current school events. In</p>	<p>Specific skills/topics: Flexible scheduling for parent meetings; multilingual communication strategies; parent education workshops; family resource center services. This action is implemented LEA-wide to increase participation and support for all families. While particularly important for families of unduplicated pupils who may face additional barriers to engagement, this approach strengthens the school-family partnership for all students. Offering opportunities for parent engagement and ensuring that they are at times that work for our</p>	<p>By implementing comprehensive family engagement strategies, Mupu ESD aims to increase family participation in school events to 80% for all families including unduplicated pupils by the 2026-27 school year.</p>

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
	<p>looking at parent input through meetings and surveys we see a need to offer more opportunities for family engagement. Improvement on current practice: Current family engagement efforts need enhancement from traditional evening events, to flexible and diverse engagement opportunities.</p> <p>Scope: LEA-wide</p>	<p>working families and that translation is offered for all families including unduplicated pupil groups will help with creating a safe and engaging environment for all our students.</p>	
<p>2.9</p>	<p>Action: Overnight Trip</p> <p>Need: Specific data point: 2023-24 Middle School behavioral disciplinary referrals are at 53%. Feedback from educational partners: Based on parent feedback in meetings and communication with the principal there is a desire to reinstate overnight trips. Student engagement and behaviors have continued to be a challenge in middle school therefore making progress towards the overnight trips by working with All it Takes to promote positive leadership among our scholars is key to bringing back more overnight trips. Staff expressed that these behaviors have been seen across all middle schools therefore taking all students on this trip is necessary to</p>	<p>Overnight trips for middle school students were previously suspended due to behavioral concerns. This action aims to reinstate these trips with a renewed focus on leadership development and positive behavior. Without overnight experiences, there are limited opportunities for intensive team-building and personal growth. Reintroducing these trips, with a structured program led by All It Takes, represents a significant improvement in addressing student engagement and behavioral challenges while preparing students for high school transitions. This action is implemented LEA-wide for all upper-grade students to build cohesion and prepare all students for the high school transition. While particularly beneficial for unduplicated pupils who may face additional challenges in this transition, this experience promotes leadership skills and school connectedness for all participating students.</p>	<p>Specific skills/topics: Leadership development; team-building activities; high school readiness workshops; goal-setting and planning skills. Expected improvement: By implementing an overnight leadership trip, Mupu ESD aims to decrease middle school behavioral disciplinary referrals to 10%</p>

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
	change the climate and culture of the middle school in general. Scope: LEA-wide		

Limited Actions

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

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

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

Not applicable

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.

The District has hired an additional aid and has increased the FTE certificated count by .2 FTE (Goal 1 action 1.5)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	11:185
Staff-to-student ratio of certificated staff providing direct services to students	N/A	3.185

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	\$2,042,983	\$285,032	13.952%	0.000%	13.952%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$599,698.00	\$169,874.00	\$10,000.00	\$2,000.00	\$781,572.00	\$282,256.00	\$499,316.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All	No			All Schools	AUGUST-JUNE	\$0.00	\$9,055.00	\$3,000.00	\$4,055.00	\$0.00	\$2,000.00	\$9,055.00	
1	1.2	Standards Based Curriculum	All	No			All Schools	AUGUST-JUNE	\$0.00	\$50,000.00	\$20,000.00	\$30,000.00	\$0.00	\$0.00	\$50,000.00	
1	1.3	Technology	All	No			All Schools	AUGUST-JUNE	\$0.00	\$25,500.00	\$25,500.00	\$0.00	\$0.00	\$0.00	\$25,500.00	
1	1.4	Homeless Liaison	Foster Youth	Yes	LEA-wide	Foster Youth		AUGUST-JUNE	\$23,853.00	\$600.00	\$24,453.00	\$0.00	\$0.00	\$0.00	\$24,453.00	
1	1.5	Additional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$102,245.00	\$0.00	\$102,245.00	\$0.00	\$0.00	\$0.00	\$102,245.00	
1	1.6	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	AUGUST-JUNE	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.7	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00	
1	1.8	Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	AUGUST-JUNE	\$105,851.00	\$0.00	\$105,851.00	\$0.00	\$0.00	\$0.00	\$105,851.00	
1	1.9	Literacy	All	No			All Schools	AUGUST-JUNE	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.10	Extra hourly/sub release	All	No			All Schools	AUGUST-JUNE	\$5,508.00	\$0.00	\$5,508.00	\$0.00	\$0.00	\$0.00	\$5,508.00	

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	1.11	Schoolwide Assessment	All	No			All Schools	AUGUST-JUNE	\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$1,554.00	\$35,000.00	\$26,554.00	\$0.00	\$10,000.00	\$0.00	\$36,554.00	
2	2.2	Art and Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$23,658.00	\$25,000.00	\$25,000.00	\$23,658.00	\$0.00	\$0.00	\$48,658.00	
2	2.3	Multicultural awareness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2	2.4	Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$0.00	\$91,230.00	\$77,000.00	\$14,230.00	\$0.00	\$0.00	\$91,230.00	
2	2.5	Extracurricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$18,362.00	\$3,000.00	\$21,362.00	\$0.00	\$0.00	\$0.00	\$21,362.00	
2	2.6	Healthy Living	All	No			All Schools	AUGUST-JUNE	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	
2	2.7	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	AUGUST-JUNE	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.8	PBIS	All	No			All Schools	AUGUST-JUNE	\$1,225.00	\$2,500.00	\$3,725.00	\$0.00	\$0.00	\$0.00	\$3,725.00	
2	2.9	Overnight Trip	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-OCTOBER	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	
3	3.1	Maintain Facilities	All	No			All Schools	AUGUST-JUNE	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	
3	3.2	Nurturing Environment	All	No			All Schools	AUGUST-JUNE	\$0.00	\$107,931.00	\$10,000.00	\$97,931.00	\$0.00	\$0.00	\$107,931.00	
3	3.3	Security Cameras	All	No			All Schools	AUGUST-JUNE	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	

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	3.4	Greener School	All	No			All Schools	AUGUST-JUNE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
\$2,042,983	\$285,032	13.952%	0.000%	13.952%	\$434,465.00	0.000%	21.266 %	Total:	\$434,465.00
								LEA-wide Total:	\$434,465.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Homeless Liaison	Yes	LEA-wide	Foster Youth		\$24,453.00	
1	1.5	Additional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$102,245.00	
1	1.6	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.7	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$14,000.00	
1	1.8	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,851.00	
2	2.1	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		\$26,554.00	
2	2.2	Art and Music	Yes	LEA-wide	English Learners Foster Youth		\$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Multicultural awareness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
2	2.4	Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$77,000.00	
2	2.5	Extracurricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$21,362.00	
2	2.7	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.9	Overnight Trip	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$615,908.00	\$752,589.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$21,094	\$17,012
1	1.2	Curriculum & Classroom Supplementary Materials	No	\$22,000	\$50,702
1	1.3	Technology	No	\$35,000	\$45,583
1	1.4	Foster Youth and Homeless Liaison	Yes	\$26,410	\$24,451
1	1.5	Instructional Aides	Yes	\$58,410	\$99,451
1	1.6	Career College Readiness	Yes	\$5,000	\$0
1	1.7	Supplemental Materials	Yes	\$13,500	\$14,061
1	1.8	Additional Teacher to Reduce Class Size	Yes	\$102,267	\$96,594
1	1.9	Librarian and Literacy Supports	No	\$5,500	\$3,640
1	1.10	Additional paid teacher time	No	\$9,426.00	\$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	2.1	Field Trips	Yes	\$37,635	\$16,552
2	2.2	Arts & Music Enrichment	Yes	\$45,000	\$32,146
2	2.3	Learning Resource Center	No	\$31,478.00	\$0
2	2.4	Social Emotional Supports	Yes	\$27,860	\$121,569
2	2.5	Expanded School Day Opportunities	Yes	\$30,603	\$26,230
2	2.6	Healthy Lifestyle	No	\$3,500.00	\$500
2	2.7	Parent Engagement	Yes	\$2,500.00	\$0
2	2.8	School-wide Behavior Program	No	\$3,725.00	\$0
3	3.1	Facilities	No	\$75,000	\$51,836
3	3.2	Outdoor Learning Spaces	No	\$10,000	\$0
3	3.3	Additional Classrooms	No	\$50,000	\$152,262

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)
\$231,452	\$314,703.00	\$389,385.00	(\$74,682.00)	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	1.4	Foster Youth and Homeless Liaison	Yes	\$26,410.00	\$24,451		
1	1.5	Instructional Aides	Yes	\$58,410.00	\$99,451		
1	1.6	Career College Readiness	Yes	\$5,000.00	\$0		
1	1.7	Supplemental Materials	Yes	\$13,500.00	\$14,061		
1	1.8	Additional Teacher to Reduce Class Size	Yes	\$102,267.00	\$96,594		
2	2.1	Field Trips	Yes	\$27,635.00	\$11,552		
2	2.2	Arts & Music Enrichment	Yes	\$45,000.00	\$15,000		
2	2.4	Social Emotional Supports	Yes	\$27,860.00	\$102,046		
2	2.5	Expanded School Day Opportunities	Yes	\$6,121.00	\$26,230		
2	2.7	Parent Engagement	Yes	\$2,500.00	\$0		

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)
\$2,018,996	\$231,452	0	11.464%	\$389,385.00	0.000%	19.286%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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