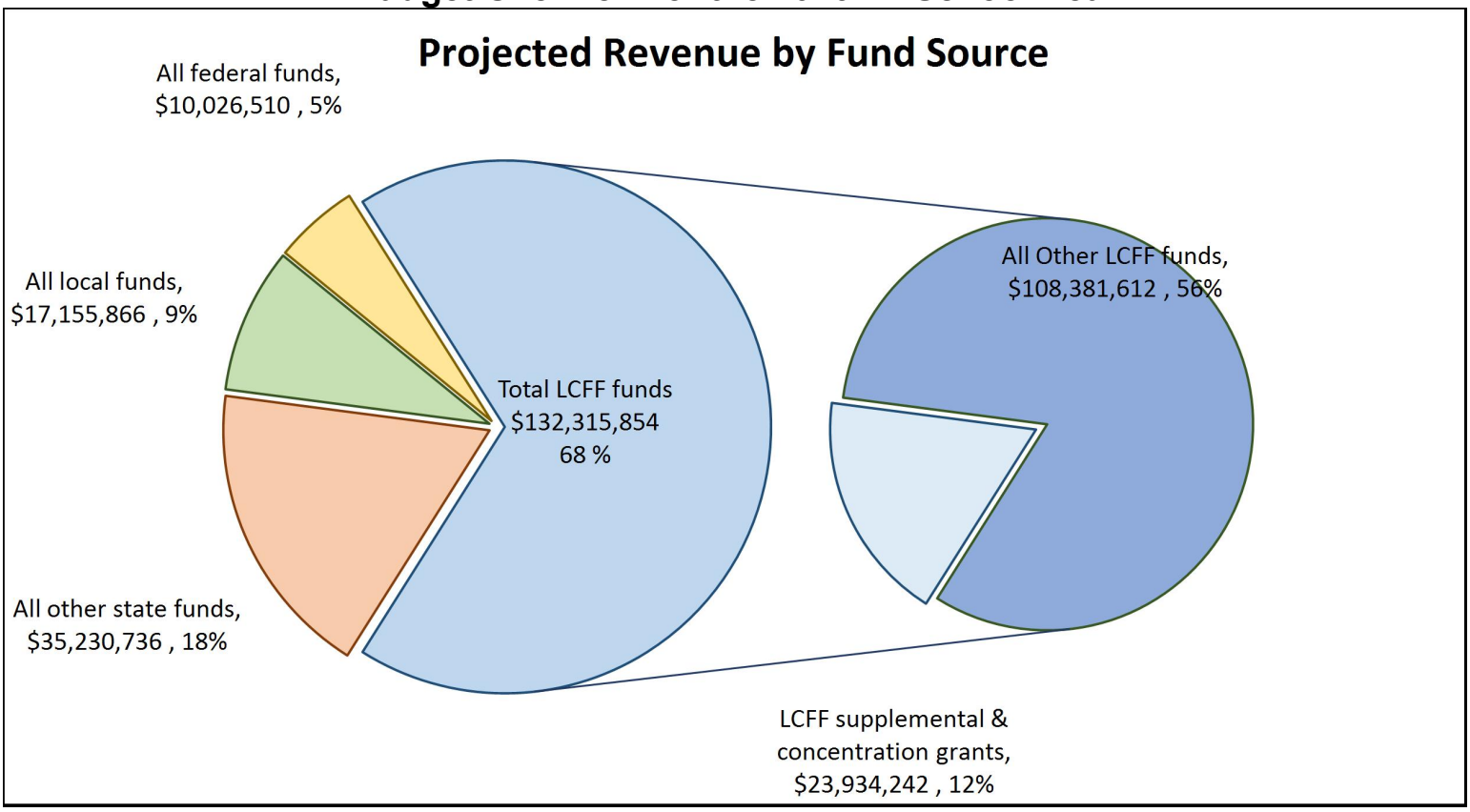
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monterey Peninsula Unified School District
CDS Code: 27660920112896
School Year: 2026-27
LEA contact information:
Cresta McIntosh, Associate Superintendent, Educational Services
Marci McFadden, Chief of Communications
cmcintosh@mpusd.net or mmcfadden@mpusd.net
831-645-1217 or 831-645-1204

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

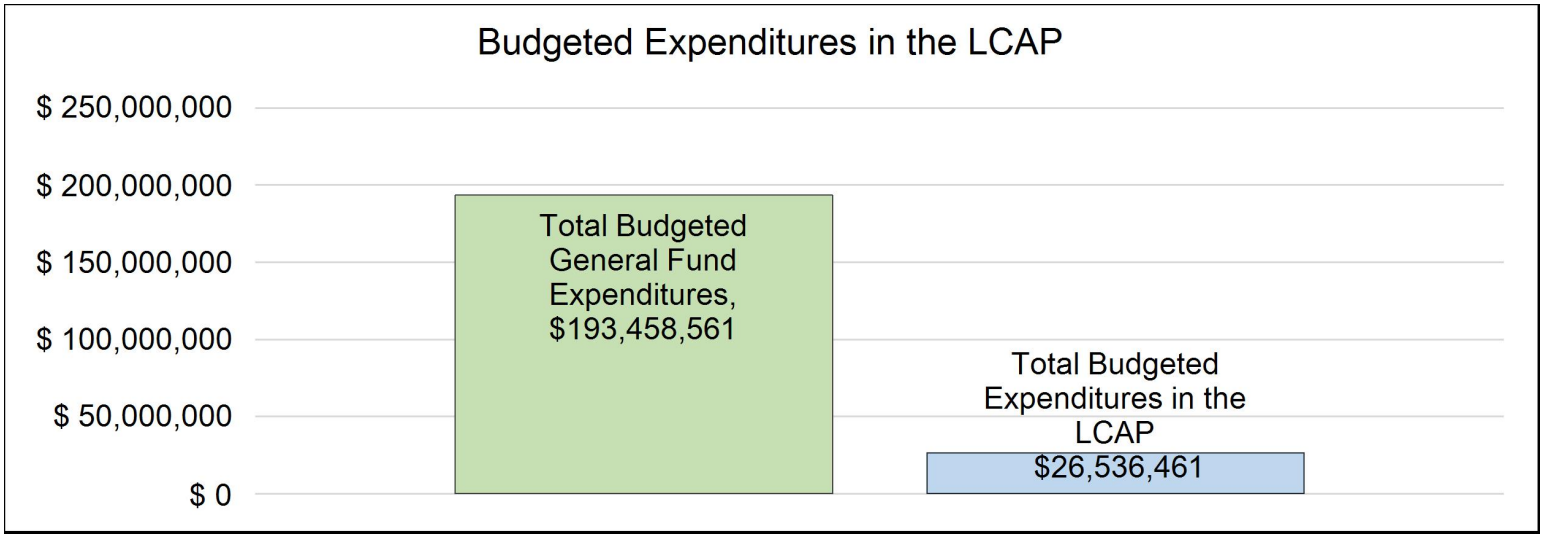


This chart shows the total general purpose revenue Monterey Peninsula Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monterey Peninsula Unified School District is $194,728,966, of which $132,315,854 is Local Control Funding Formula (LCFF), $35,230,736 is other state funds, $17,155,866 is local funds, and $10,026,510 is federal funds. Of the $132,315,854 in LCFF Funds, $23,934,242 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monterey Peninsula Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monterey Peninsula Unified School District plans to spend $193,458,561 for the 2026-27 school year. Of that amount, $26,536,461 is tied to actions/services in the LCAP and $166,922,100 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

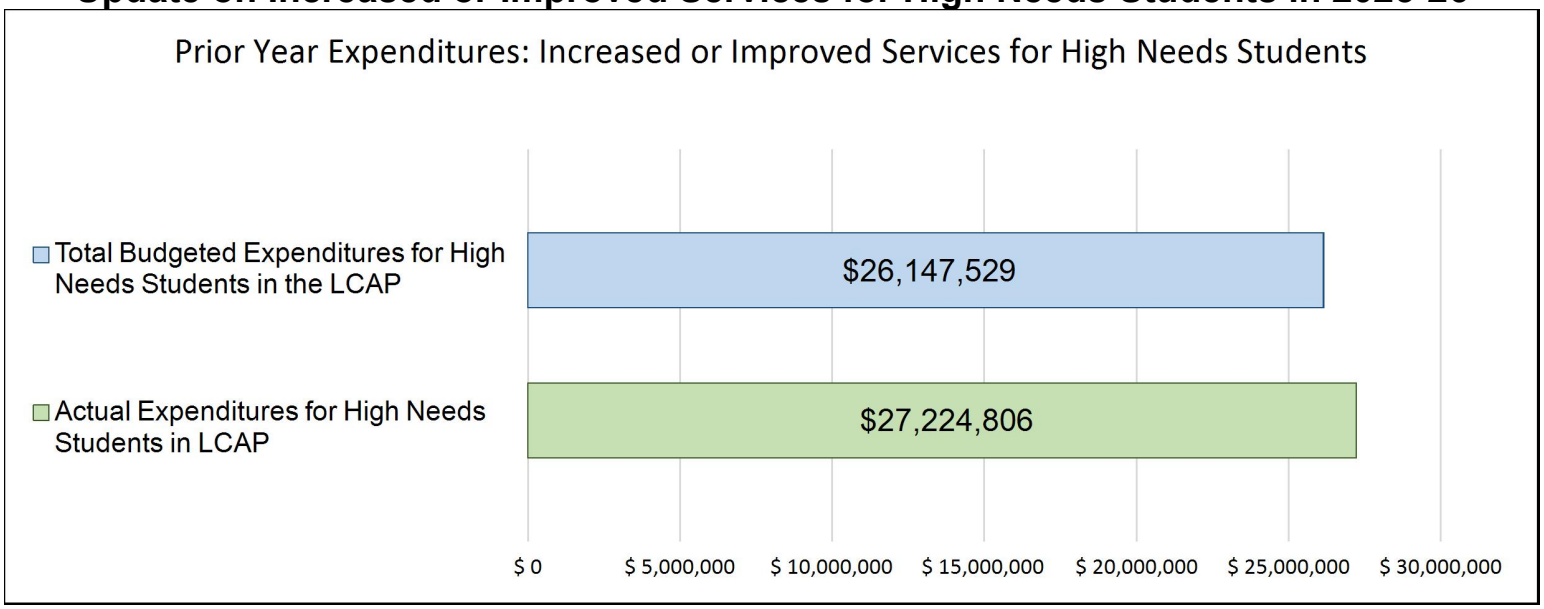
* Classroom teachers, Counselors, Classified Staff (not teaching positions), and Administrator salaries and benefits.
* Grant and other funding, such as Special Education, Flexible Funding for school sites, Saturday School previous year allocation, Title I/II/III/IV, Homeless Grant, Lottery Proposition 20, California Community Schools Partnership Program Grant, Proposition 28 music funding, Classified School Employee Summer Assistance grant, LCSSP Cohort 8, CCAP-College and Career Access pathways R1 and R2, Middle College and Early College, Children and Youth Behavioral Health Initiative, Literacy Screening PD, CCRC K-16, Alder Grant, Learning Recovery Block Grant, Expanded Learning Opportunities Grant, SSPD Block Grant, CA Serves Grant, Early Math Count play Explore, SRTAC Community Of Residency, CTEIG, Perkins Career, CPA SPARC, CPA AMP, Various Federal, Local and State programs, Department Budgets, Maintenance, Technology etc.

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

In 2026-27, Monterey Peninsula Unified School District is projecting it will receive $23,934,242 based on the enrollment of foster youth, English learner, and low-income students. Monterey Peninsula Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Monterey Peninsula Unified School District plans to spend $25,159,341 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Monterey Peninsula Unified School District's LCAP budgeted $26,147,529 for planned actions to increase or improve services for high needs students. Monterey Peninsula Unified School District actually spent $27,224,806 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monterey Peninsula Unified School District	Cresta McIntosh, Associate Superintendent, Educational Services Marci McFadden, Chief of Communications	cmcintosh@mpusd.net or mmcfadden@mpusd.net 831-645-1217 or 831-645-1204

Plan Summary [2026-27]

General Information

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

ABOUT MPUSD

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

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

MPUSD WAY: OUR CORE COMMITMENTS

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

* We’re better together

MPUSD TENETS: OUR SIX PILLARS

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

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

DISTRICT SNAPSHOT
(Updated April 2026 from internal data and aligned to the California Dashboard data.)

* Students: 9,350
* Certificated Staff: 553
* Classified Staff: 758
* 70.8% Economically Disadvantaged
* 23% English Learners
* 0.2% Foster Youth
* 16.8% Students with Disabilities (all)
* 18.7% Students Experiencing Homelessness
* 15.9% Military-Connected Students

STUDENT DEMOGRAPHICS
(Aligned to the California Dashboard data.)

* Hispanic/Latino: 61.6%
* White: 18.7%
* African American: 4.6%
* Asian: 4.3%
* Two or More Races: 4.6%
* Filipino: 3.6%
* Pacific Islander: 1.5%
* American Indian/Alaska Native: 0.3%

OUR SCHOOLS AND OFFERINGS

* 4 Early Learning Centers
* 7 TK–6 Schools
* 3 TK–8 Schools
* 2 Middle Schools (grades 7 - 8)
* 3 Comprehensive High Schools
* 1 Alternative High School / Educational Options (8/11/2026 Added per MCOE: Central Coast High School, Community Day Middle School, and Community Day High School) These three schools are identified as equity multiplier schools.
* 2 Independent Charter Schools
* 1 Adult School
* 8 After School Academies

OUR PROGRAMS AND SERVICES

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

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data reflects continued positive movement across several key indicators while also highlighting persistent achievement and opportunity gaps for specific student groups. Overall, MPUSD demonstrated growth in English Language Arts (ELA), mathematics, graduation rate, chronic absenteeism, and suspension indicators, reflecting the impact of districtwide investments in instructional coherence, early literacy, mathematics improvement, student supports, and college and career readiness systems.

In English Language Arts, MPUSD improved to 25.8 points below standard, increasing by +7.4 points and maintaining a Yellow performance level. Growth occurred across most student groups, including African American students (+16.9 points), English learners (+9.7 points), Hispanic students (+8.3 points), Long-Term English Learners (+11.0 points), and students with disabilities (+11.6 points). Recently Reclassified English Learners performed particularly well at only 4.7 points below standard. Despite these improvements, English learners,

Long-Term English Learners, and students with disabilities remained in the Orange performance band, indicating continued need for targeted literacy intervention and integrated language development supports.
Mathematics performance also improved districtwide, with MPUSD improving by +7.1 points to 69.8 points below standard while maintaining a Yellow performance level. Positive gains were seen among African American students (+4.5 points), English learners (+5.4 points), Hispanic students (+5.5 points), socioeconomically disadvantaged students (+6.7 points), and White students (+16.1 points). However, Long-Term English Learners remained in the Red performance band at 176.2 points below standard, and students with disabilities and Pacific Islander students remained in the Orange band. Mathematics growth data showed that 67.5% of students improved their mathematics scores from the prior year, with most student groups demonstrating Average or Accelerated growth.
The English Learner Progress Indicator remained Orange at 42.6% of English learners making progress toward proficiency. While overall progress was maintained, Long-Term English Learners improved to the Green performance level with 46.1% making progress, representing a +2.6% increase. Local ELPAC data also showed improvement in the percentage of English learners decreasing proficiency levels, dropping from 21.6% to 19.8%. These results suggest that district investments in designated ELD, literacy alignment, newcomer supports, and multilingual learner interventions are beginning to positively impact language acquisition outcomes, particularly for Long-Term English Learners.

MPUSD continued to demonstrate strong outcomes in graduation rate and college and career readiness. The district maintained a Blue graduation rate performance level with a 96.1% graduation rate, an increase of +0.7%. Significant improvements occurred for English learners (+3.3%), Long-Term English Learners (+5.3%), homeless students (+4.9%), and students with disabilities (+9.4%).

College and Career Readiness remained Green, increasing to 64.5% of students meeting the Prepared level. Strong outcomes were demonstrated for African American students (61.2%, +9.9%), Hispanic students (59.7%), and socioeconomically disadvantaged students (60.1%). However, English learners and Long-Term English Learners remained in the Orange performance band, reflecting the need for continued expansion of equitable access to A-G coursework, dual enrollment, career pathways, and language development supports connected to college and career readiness.

Student engagement indicators also reflected positive district progress. Chronic absenteeism improved from 14.0% to 12.7%, maintaining a Yellow performance level. English learners improved to the Green performance level with a 9.8% absenteeism rate, declining by -4.6%, while Long-Term English Learners declined by -5.6% and students experiencing homelessness declined by -3.2%. Foster youth absenteeism also declined significantly by -30.6%, though this student group remained Orange due to the overall absenteeism rate.

Suspension rates improved districtwide from 3.6% to 3.1%, resulting in a Green performance level. African American students declined by -2.2%, Long-Term English Learners declined by -2.0%, and students with disabilities declined by -0.9%. English learners, Hispanic students, homeless students, and socioeconomically disadvantaged students all performed in the Green band. However, foster youth remained in the Red performance band at 12.5%, indicating a continued need for targeted behavioral, attendance, and wraparound support systems.

Science performance remained stable in the Yellow performance level at 48.9 points above standard. English learners and Long-Term English Learners demonstrated positive gains, each increasing by +2.7 points, while students with disabilities remained in the Red performance band.

Local indicators also reflected continued implementation progress. MPUSD met standards in all local indicator areas, including implementation of academic standards, parent and family engagement, school climate, and access to a broad course of study. Districtwide implementation ratings reflected Full Implementation across English Language Arts, English Language Development, mathematics, Next Generation Science Standards, Career Technical Education, and World Language programs, with Visual and Performing Arts reaching Full Implementation and Sustainability.
Overall, Dashboard and local data demonstrate encouraging districtwide improvement trends and evidence that investments in instructional coherence, early literacy, mathematics intervention, multilingual learner supports, MTSS systems, college and career readiness, and community-connected supports are positively impacting student outcomes. At the same time, persistent performance gaps for English learners, Long-Term English Learners, students with disabilities, foster youth, and some historically underserved student groups reinforce the continued need for equity-focused strategies, targeted intervention systems, inclusive instructional practices, and differentiated student supports across the district.

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

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

Graduation: None

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

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

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

Suspensions:
*Districtwide: (Black/African American, Foster, Homeless, SED, SWEN)
*Central Coast (All, Homeless)
*Del Rey Woods (SWEN)
*La Mesa (SED)
*Los Arboles (All, Hispanic, Homeless, SED, SWEN)
*Marina High (All, Black/African American, Hispanic, Homeless, SED, SWEN)
*Monte Vista (SWEN)
*Monterey High (EL, Homeless, SWEN)
*Seaside High (All, Black/African American, EL, Hispanic, Homeless, SED, SWEN)
*Seaside Middle (EL, Homeless, SED)

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goal 5, Action 5.5.

Our needs assessment revealed significant needs regarding math academic performance and socioemotional support among students with disabilities. In response, Goal 5, Action 5.5 focuses on increasing planning time and stipends for special education teachers, expanding the number of school psychologists across the district, and offering increased stipends for math teachers to support the recruitment and retention

of highly qualified staff. This is critical, as students with exceptional needs continue to face barriers in math achievement. The action aligns with allowable LREBG fund uses in the area of staffing and professional support for inclusive academic practices.

Reflections: Technical Assistance

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

The response is embedded in the Comprehensive Support and Improvement (CSI) question prompt below. MPUSD has been working closely with MCOE through various network opportunities, especially for students with disabilities and long term english language learners and equitable continuous improvement.

Comprehensive Support and Improvement

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

Schools Identified

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

For the 2026–2027 school year, Monterey Peninsula Unified School District (MPUSD) had the following schools identified for support under the Every Student Succeeds Act (ESSA).

Targeted Support & Improvement (TSI):
JC Crumpton Elementary School and La Mesa were eligible for assistance in the Targeted Support and Improvement (TSI) category based on one or more student group(s) underperforming: African American students at JC Crumpton and students experiencing homelessness at La Mesa.

Additionally, MPUSD has exited Differentiated Assistance for students with exceptional needs and socioeconomically disadvantaged students. These student groups exited DA in the 2024-2025 school year. The LTELs exited in the 2025-2026 school year. (Added 8/11/2026 per MCOE: Participation in the LTEL Network with the Monterey County Office of Education supported our differentiated assistance exit for LTEL academics and suspensions, as well.) (UPDATED on 8/11/26 and VERIFIED on 8/17/26 added information per MCOE.)

Support for Identified Schools

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

For the 2025-2065 school year, MPUSD planned to utilize the SPSA mid-year and end-of-year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of their plans.

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

JC Crumpton & La Mesa Elementary (TSI):

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council - Parents, Community, Teachers, Administrators, and (potentially) students	Most of our school sites rolled out a presentation on what the LCAP is, the 2025-2026 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. The district asked participants to engage feedback and an online survey to help inform the 2026-2027 LCAP. The meetings were held as follows: Elementary School Site Council Meetings Crumpton Elementary School | February 23, 2026 Del Rey Woods Elementary School | March 11, 2026 Dual Language Academy of the Monterey Peninsula | March 9, 2026 Dr. Martin Luther King, Jr. School of the Arts | March 2, 2026 (Updated 8/11/2026 per MCOE) La Mesa School | Conducted meeting and no one showed up; sent out survey online Marina Vista Elementary Arts Academy | January 21, 2026 Marshall Elementary | April 28, 2026 Monte Vista TK-8 | May 11, 2026 Olson Elementary School | February 11, 2026 Ord Terrace Elementary School | April 17, 2026 Middle School Site Council Meetings Los Arboles Middle School | March 5, 2026 Seaside Middle School | May 28, 2026

Educational Partner(s)	Process for Engagement
	High School Site Council Meetings Central Coast High School | April 23, 2026 (At this meeting we gathered feedback regarding our Equity Multiplier Funding. This includes our Community Day Middle and Community Day High schools.) Marina High School | April 28, 2026 Monterey High School | February 17, 2026 Seaside High School | May 7, 2026 MPUSD Preschools | March 11, 2026
District Community LCAP Meeting - Parents, Guardians, Students, Administrators, Teachers, Staff and Community	Based on previous history and lack of participation at several districtwide meetings, the district held a special Board of Education town Hall specific to the LCAP. During this Town Hall, the district rolled out an abbreviated presentation on what the LCAP is, the 2025-2026 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. The district printed out poster charts on each LCAP goal with data on measurements of how we are making progress to achieving the goal, as well as how investments were made on each goal. Participants engaged in deep discussion on the data, the current investments, and reflections on what they would like to invest in to help inform the 2026-2027 LCAP. The district took notes and summarized the engagement feedback provided to inform the development of the 2026-2027 LCAP. The meeting was held on Tuesday, April 28, 2026
District English Language Advisory Council	The district rolled out a presentation on what the LCAP is, what the Federal Addendum is, the 2025-2026 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback. This year, the district printed out poster charts on each LCAP goal with data on measurements of how we are making progress to achieving the goal, as well as how investments were made on each goal. Participants engaged in deep discussion on the data, the current investments, and reflections on what they would like to invest in to help inform the 2026-2027 LCAP.

Educational Partner(s)	Process for Engagement
	The district took notes and summarized the DELAC engagement feedback provided to inform the development of the 2026-2027 LCAP. The meeting was held on March 11, 2026. The district provided the proposed 2026-2027 LCAP to the DELAC for feedback, input, and sign off on May 27, 2026.
Student Leadership LCAP Engagement Meetings	The Superintendent and Chief of Communications visited school sites to engage students on the 2026-2027 LCAP. The Superintendent asked students two guiding questions - what's going well at their school site and what needs improvement at their school site - to help inform how to invest funding for the 2026-2027 LCAP. Student engagement dates were held as noted below: Middle Schools Los Arboles Middle School | April 15, 2026 Seaside Middle School | March 18, 2026 High Schools Central Coast High School | April 13, 2026 Marina High School | February 12, 2025 Monterey High School | April 9, 2026 Seaside High School | April 7, 2026
Educational Partner Meetings - Monterey Bay Teachers Association, Classified School Employees Association, school site principals, other school personnel, and etc.	The district rolled out a presentation on what the LCAP is, what educational partners wanted, and how the district invested the money based on educational feedback. The district asked participants to provide feedback during the meeting, as well as on an online survey to help inform the 2026-2027 LCAP. Classified School Employees Association - May 13, 2026 Monterey Bay Teachers Association - May 7, 2026 Additionally, throughout the school year, the district worked with its school site principals and other school personnel to engage feedback. Some of these school representatives serve on the district's LCAP Committee, as well.

Educational Partner(s)	Process for Engagement
LCAP Task Force Meetings (MPUSD's LCAP Task Force comprises parents, students, staff, teachers and serves as MPUSD's Parent Advisory Committee)	The district rolled out an initial presentation on what the LCAP is, what the Federal Addendum is, the 2025-2026 LCAP process, what educational partners wanted, and how the district invested the money based on educational feedback at the first District LCAP Task Force meeting. At the second Task Force meeting, the district provided data on various metrics being measured for the Task Force to help review and provide insights on to guide the development of the 2026-2027 LCAP. At the third meeting, the Task Force looked ant more data from YouthTruth and the California Dashboard. At the third meeting, the Task Force looked at educational partner feedback to date and helped summarize what stakeholders wanted to see invested in for the subsequent LCAP. The fourth and fifth meeting had to be combined due to Task Force member schedules and Open House nights. The last meeting finalized educational partner feedback and the draft 2026-2027 LCAP for feedback and approval to advance to the Board of Education for public hearing and adoption. Meetings were held as noted below: January 22, 2026 February 19, 2026 April 16, 2026 May 26, 2026
LCAP Survey	Survey Outreach and Participation The district distributed the survey in English and Spanish through its regular weekly communications to families, staff, and the broader community. School sites also shared the survey through their site-based communications, and it was promoted on district social media platforms. The survey remained accessible on the district website, and opportunities to complete it were also provided during school site and districtwide LCAP meetings.
Annual Mid-Year LCAP Update to the Board of Education (and public at large)	Local Education Agencies (LEAs) are to present an update on the Annual Update to the 2025-2026 Local Control Accountability Plan (LCAP) and Budget Overview for Parents on or before the end of February each year, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must

Educational Partner(s)	Process for Engagement
	include all of the following: California Education Code (EC) sections 47606.5(e), 52062(a)(6), and 52068(a)(6) require LEAs to present a report on the annual update to the LCAP and the Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA. The report must include both of the following: • All available midyear outcome data related to metrics identified in the current year's LCAP. • All available midyear expenditure and implementation data on all actions identified in the current year's LCAP. The district provided the mid-year update on February 24, 2026, to its Board of Education. Link to presentation: https://go.boarddocs.com/ca/mpusd/Board.nsf/files/DRGNYB6228DA/$file/2.24.26%20Board%20Mid-Year%20LCAP%20Update.pdf
SELPA	Sent LCAP to the county SELPA in June 2026.

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

SCHOOL SITE LCAP ENGAGEMENT MEETINGS

What's Working Well (Across Sites)

College & Career Readiness: Strong programs such as AVID, dual enrollment, and academies; Dedicated college and career counseling supports; Increased awareness through campus activities and field trips
Early Literacy: Schoolwide focus on reading and literacy development; Expanded Extended Learning Opportunities (ELO) and summer interest; Strong family engagement efforts at some sites (e.g., ELAC participation)
English Learner Supports: Ongoing classroom supports for English learners; Increased communication efforts and family engagement structures; Targeted programs based on ELPAC and language development
Math & Science: Focus on curriculum implementation; Continued emphasis on instructional improvement and alignment
School Climate & Engagement (MTSS): Positive relationships between staff and students identified as a strength; Increased opportunities for student engagement through activities and clubs; Efforts to expand family involvement and on-campus participation

What Needs Improvement (Across Sites)

College & Career Readiness: Unequal access to opportunities for non-academy and first-generation students; Lack of early exposure, especially in middle school and 9th grade; Need for more inclusive, campus-wide access to information and supports
Early Literacy: Ongoing challenges with reading comprehension and vocabulary, especially for multilingual learners; Limited access to summer learning and literacy enrichment for all students; Need for more family tools to support literacy at home
English Learner Supports: Persistent communication gaps with families, especially around programs and ELPAC; Need for more supports for long-term English learners and newcomers; Lack of translation services for languages beyond Spanish
Math & Science: Significant gaps in foundational math skills; Difficulty differentiating instruction in large classrooms; Need for more engaging, real-world applications of learning
School Climate & Engagement (MTSS): Attendance and chronic absenteeism concerns; Student disengagement, especially post-COVID; Limited sense of belonging and connection for some student groups; Barriers to participation in extracurriculars (access, inclusivity)

Key Themes Across All Goals

1. Access & Equity Gaps: Differences in access to programs (academies vs. non-academies); Disparities for English learners, students with disabilities, and first-generation students
2. Need for Stronger Family Engagement: Families want more guidance, communication, and tools; Communication must be multilingual, consistent, and proactive; Desire for more on-campus and community-based engagement opportunities
3. Academic Gaps & Post-COVID Impact: Students entering with below grade-level skills, especially in literacy and math; Social-emotional and engagement challenges tied to COVID-era learning disruptions
4. Student Engagement & Relevance: Students need more real-world, engaging, and culturally relevant learning; Increased interest in clubs, activities, and hands-on experiences
5. Expanded Learning Opportunities: High demand for - After-school programs; Summer learning; Tutoring and intervention; Interest in peer tutoring and student-led supports
6. Communication & Awareness: Families often lack understanding of - Academic expectations; College/career pathways; English learner programs and assessments; Need for clearer, more accessible communication systems
7. Staffing & Resource Constraints: Large class sizes impacting differentiation; Limited staffing for expanded programs (e.g., preschool, intervention); Need for additional training and professional development; Optional Closing Statement for Report

Overall, stakeholder input highlights strong foundational programs across MPUSD while reinforcing the need to expand equitable access, deepen family partnerships, and address persistent academic and engagement gaps. There is a clear call for more inclusive opportunities, stronger communication systems, and expanded supports to ensure all students are prepared for success.

DISTRICTWIDE LCAP ENGAGEMENT MEETING (BOARD OF EDUCATION TOWN HALL)

Overall, the feedback from the districtwide LCAP engagement meeting reinforced that the district is continuing to invest in many of the right areas while also identifying opportunities to strengthen supports, improve communication, and expand student opportunities.

One key enhancement reflected in the 2026 - 2027 LCAP is an increased investment in student social-emotional and mental health supports, including moving mental health therapist services directly into the LCAP to ensure continued access and sustainability for students.

Key Themes From the Districtwide Meeting

Student Engagement & Attendance
Community members emphasized creating engaging school environments where students feel connected and supported. Feedback included attendance recovery opportunities through community events, transportation supports for schools of choice, promoting the positive things happening across schools, and continuing efforts to make school meaningful and engaging for students.

Career Technical Education & Workforce Readiness
Families expressed strong interest in expanding Career Technical Education (CTE) pathways, strengthening internships and hands-on learning opportunities, and building partnerships with local industries and trade organizations to better prepare students for both college and careers.

Math, Science & Academic Support
Participants requested additional math supports, stronger family communication around academics, parent workshops, and increased student engagement in science, STEM, and advanced learning opportunities.

English Learner & Family Support
There was significant interest in expanding supports for multilingual learners and families, including parent workshops, improved translation and communication tools, outreach through community organizations, preserving students' language and culture, and increasing access to Spanish-language reading materials.

Equity & Student Opportunity
Additional themes included expanding AVID and college-going culture, helping families better understand MTSS supports, strengthening partnerships with community organizations, and continuing efforts to address opportunity gaps and support all students. The feedback gathered through the Town Hall, along with surveys, student voice sessions, DELAC meetings, school site engagement, and the districtwide LCAP Task Force, will continue helping shape MPUSD's priorities and investments for the upcoming school year.

STUDENT ENGAGEMENT MEETINGS

Student engagement meetings produced the following key themes:

The district gathered student input across its two middle schools and four comprehensive and alternative high schools through structured engagement activities conducted in Spring 2026. Student voice continues to be a critical component of the Local Control and Accountability Plan, ensuring that actions and services reflect the lived experiences of those we serve.

Across all sites, students consistently identified strong relationships with teachers and staff, a sense of belonging, and access to meaningful programs as key strengths. Students value opportunities such as dual enrollment, Career Technical Education (CTE) pathways, arts and music programs, athletics, and student leadership activities. At several sites, recent facility improvements have also contributed to increased school pride and engagement.

At the same time, student feedback revealed several consistent areas for growth across the district.

Students identified facility conditions as a top concern, particularly the cleanliness and accessibility of bathrooms, functionality of water fountains, and the need for improvements to gyms, fields, and temperature control in classrooms. These basic conditions significantly impact students' daily experience and sense of dignity on campus.

Students also expressed concern regarding staffing and instructional consistency, including the prevalence of long-term substitutes and the need for more consistent, high-quality instruction. This was particularly noted in core academic areas such as mathematics and literacy, where students expressed a desire for more engaging and supportive teaching practices.

A strong and consistent theme across all schools was the desire for expanded access to courses and opportunities, including additional electives, CTE pathways, world language courses, and Advanced Placement or honors options. Students also emphasized the importance of real-world learning experiences, including field trips, internships, and college exposure opportunities.

In the area of student engagement and school climate, students highlighted the importance of extracurricular opportunities such as clubs, sports, and school events, while also noting the need for more equitable access and improved communication about available programs. Concerns related to bullying, vaping, and overall campus safety were also raised, along with a desire for consistent discipline and supportive interventions.

Students further emphasized the importance of being heard and included in decision-making, expressing a need for stronger communication, increased awareness of opportunities, and more intentional structures for student voice.

Overall, student feedback reinforces the district's focus on:

- Maintaining safe, clean, and well-maintained learning environments
- Ensuring access to high-quality instruction and stable staffing
- Expanding college and career pathways and elective opportunities
- Strengthening student engagement through meaningful, relevant experiences
- Continuing to build inclusive, supportive school communities where student voice is valued

These themes directly inform the district's LCAP goals, actions, and resource allocations.

SURVEY THEMES
Summary of Community Input: Spring 2026 LCAP Feedback Survey

The biggest repeated themes across the responses included:

- Mental health, counseling, MTSS, and behavioral supports
- Early literacy and math intervention
- Hands-on learning, arts, music, PE, and enrichment
- Family communication and translation support
- Career readiness, CTE, internships, and college pathways

- Student engagement and positive school culture
- Support for English learners and newcomer students
- Teacher retention, paraeducator support, and smaller class sizes
- Reducing excessive screen time for younger students
- More family-friendly events, childcare, and volunteer opportunities

Overall Response Ratings from survey:

Goal #1 - College & Career Readiness: Strongly positive overall. Most respondents selected Agree or Strongly Agree with only a smaller number expressing disagreement.
Goal #2 - Early Literacy / Reading by 3rd Grade: Positive overall, with the majority selecting Agree or Strongly Agree, though there were some concerns raised around literacy intervention and struggling readers.
Goal #3 - English Learner / Emerging Bilingual Scholar Supports: One of the strongest-rated goals overall. Most respondents selected Agree or Strongly Agree, especially around translation, communication, and support services.
Goal #4 - Math & Science Proficiency: This goal showed the most mixed feedback. While many respondents selected Agree or Strongly Agree, this area also had the highest number of concerns and requests for additional math support, intervention, STEM engagement, and academic resources.
Goal #5 - Social Emotional Wellness & Positive School Culture: The strongest positive feedback overall. Respondents consistently emphasized the importance of counseling, MTSS, mental health therapists, behavioral supports, and positive school culture investments.

MPUSD engaged educational partners, including students, families, staff, and community members, through surveys available in both English and Spanish to help inform the development of the 2026 - 2027 Local Control and Accountability Plan. Feedback gathered through the survey process helped the district better understand areas of strength, opportunities for growth, and priorities for continued investment and support. Overall, responses reflected strong support for the district's continued investments in student wellness, academic supports, multilingual learner services, career readiness opportunities, and positive school culture. The survey responses and trends are summarized below:

HOW FEEDBACK INFORMED THE LCAP DEVELOPMENT

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

GOAL 1: College and Career Readiness
Educational partners continued to express the importance of preparing students for both college and careers through engaging learning experiences, expanded career pathways, and real-world opportunities. Feedback highlighted interest in additional Career Technical Education (CTE) pathways, internships, trades-based learning opportunities, college preparation support, and enrichment programs that help students explore future opportunities.

In response, MPUSD will continue investing in AVID, dual enrollment opportunities, college and career exploration, counseling support, internships, CTE pathways, and partnerships with local businesses, industry leaders, and higher education institutions. Educational partners also emphasized the importance of arts, athletics, clubs, and hands-on learning experiences that keep students engaged and connected to

school.

GOAL 2: Achieve 3rd Grade Literacy Standards
Educational partners reinforced the importance of strong early literacy foundations and continued support for students who are struggling academically. Families and staff highlighted the need for early intervention, reading support, tutoring opportunities, and stronger family engagement around literacy development.

In response, MPUSD will continue investing in early literacy intervention, accelerated learning supports, library and literacy resources, family workshops, and targeted academic supports designed to help students build foundational reading skills at an early age.

GOAL 3: English Learner Supports
Educational partners emphasized the importance of strong support systems for emerging multilingual learners and their families. Feedback highlighted the need for continued translation services, family workshops, newcomer supports, culturally responsive practices, and clear communication around English learner progress and services.

In response, MPUSD will continue investing in English Language Development (ELD) supports, bilingual staffing, newcomer services, translation and interpretation resources, family engagement opportunities, and systems to monitor and support student progress toward English proficiency and redesignation.

GOAL 4: Math and Science Achievement
Educational partners continued to identify math achievement and academic intervention as important focus areas. Feedback emphasized the need for additional math support, tutoring, STEM engagement opportunities, hands-on learning experiences, and stronger family communication around academic expectations and instructional strategies.

In response, MPUSD will continue investing in math intervention and tutoring supports, STEM and science enrichment opportunities, accelerated learning services, family workshops, and instructional resources designed to improve student achievement and engagement in math and science.

GOAL 5: Multi-Tiered Systems of Support, School Climate, Transparency, and Engagement
Educational partners continued to prioritize student wellness, positive school culture, and social-emotional supports. Feedback emphasized the importance of mental health services, counseling, MTSS supports, positive student engagement opportunities, and stronger family and community partnerships.

In response, MPUSD will continue investing in mental health therapists, counselors, psychologists, MTSS supports, attendance and engagement initiatives, restorative and positive school climate practices, and expanded communication and family engagement efforts. Based on educational partner feedback, the district also increased its investment in student social-emotional wellness by moving mental health therapist services directly into the LCAP to help ensure long-term sustainability and continued access for students.

GOAL 6: Within the next year, all students, and particularly low-income, and hispanic youth, will demonstrate growth towards meeting or exceeding standards in ELA as measured by CAASPP test results and local benchmark assessments. This goal is funded through Equity

Multiplier funds and includes actions, services, and changes to support the new red indicators at Central Coast High, Community Day High School and Community Day Middle School including - ELPI - EL, Susp: EL, Hispanic, SED, & LTEL (UPDATED on 8/11/26 and VERIFIED on 8/17/26)

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students "prepared" for college and career Source: Dashboard	22-23 Data: 54.3% prepared (Data released 12/23)	23-24 Data: 61.5% prepared	24-25 Data: 64.5% prepared	60% prepared	+10.2%
1.2	Assigned and fully credentialed teachers Source: internal	23-24 Data: # w/ full credential: (473/522) 90.7% # w/o full credential: (25/522) 4.8% # of misassignments: (6/522) 1.1%	24-25 Data: # w/ full credential: (594/632) 94.1% # w/o full credential: (12/632) 1.8%	25-26 Data: # w/ full credential: (477/500) 96% # w/o full credential: (4/500) .01%	Less than 4% of credentialed teachers without full credentials or missassingments.	Difference # w/ full credential: + 6% # w/o full credential: -1.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of vacancies: (18/522) 3.4%	# of misassignments: (10/632) 1.6% # of vacancies: (16/632) 2.5%	# of misassignments: (2/496) .01% # of vacancies: 10/496 .02%	Less than 2% of classrooms will have vacancies.	# of misassignments: -1.09% # of vacancies: -3.38%
1.3	Every pupil in the district has sufficient access to standards-aligned instructional materials Source: Self Reflection	23-24 Data: Metric Met: The Board of Education held a public hearing and adopted Resolution #23/24-07 on August 22, 2023, to determine there are current sufficiency of textbooks and instructional materials for the 2023-2024 school year.	24-25 Data: Metric Met: The Board of Education held a public hearing and adopted Resolution #24/25-07 to determine there are current sufficiency of textbooks and instructional materials for the 2024-2025 school year.	The Board of Education held a public hearing and adopted Resolution #25/26-07 to determine there are current sufficiency of textbooks and instructional materials for the 2025-2026 school year.	Metrict Met	Maintained
1.4	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. Source: Dashboard Additional Reports	22-23 Data: All Students - 43.1% African American 42.1% Asian 40.5% Filipino 49.1% Hispanic 42.6% Pacific Islander 45.8% White 42.1% English Learners 25.4% Socioeconomically Disadvantaged 43.0% Students with Disabilities 29.4% Homeless Students 34.6%	23-24 Data: All Students 56.5% African American 51.3% Asian 59.2% Filipino 85% Hispanic 56.6% Pacific Islander 58.8% White 51.4% English Learners 45.1% Socioeconomically Disadvantaged 57.7%	24-25 Data: All Students 57.6% African American 59.2% Asian 71.8% Filipino 82.1% Hispanic 58.7% Pacific Islander 53.3% White 47.8% English Learners 37.8% Socioeconomically Disadvantaged 59.5%	OVERALL TARGET increase the overall completion rate to 45%. TARGET GROUP increases to close achievement gaps: English Learners: 38%. Students with Disabilities: 35%.	All Students: +14.5 African American: +17.1 Asian: +31.3 Filipino: +33.0 Hispanic: +16.1 Pacific Islander: +7.5 White: +5.7 English Learners: +12.4 Socioeconomically Disadvantaged: +16.5 Students with Disabilities: +4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities 36.7% Homeless Students 57.6%	Students with Disabilities 33.7% Homeless Students 52.5%	Homeless Students: 40%.	Homeless Students: +17.9
1.5	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. Source: Dashboard Additional Reports	22-23 Data: All Students - 61.7% African American 47.4% Asian 81.1% Filipino 69.1% Hispanic 59.7% Pacific Islander 66.7% White 64.2%% English Learners 40.5% Socioeconomically Disadvantaged 57.2% Students with Disabilities 33.9% Homeless Students 52.7%	23-24 Data: All Students 67.7% African American 61.5% Asian 87.8% Filipino 90% Hispanic 62.6% Pacific Islander 70.6% White 73.3%% English Learners 46.9% Socioeconomically Disadvantaged 63% Students with Disabilities 35.8% Homeless Students 60.7%	24-25 Data: All Students 70.2% African American 67.3% Asian 94.9% Filipino 92.3% Hispanic 65% Pacific Islander 73.3% White 77% English Learners 44.9% Socioeconomically Disadvantaged 66.1% Students with Disabilities 44.2% Homeless Students 64.4%	OVERALL TARGET: Increase the overall completion rate to 65%. TARGET GROUP increases to close achievement gaps: African American: 55% English Learners: 48% Students with Disabilities: 40% Homeless Students: 58%	All Students +8.5% African American: +19.9 Asian: +13.8 Filipino: +23.2 Hispanic: +5.3 Pacific Islander: +6.6 White: +12.8 English Learners: +4.4 Socioeconomically Disadvantaged: +8.9 Students with Disabilities: +10.3 Homeless Students: +11.7
1.6	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. Source: Dashboard Additional Reports	22-23 Data: All Students - 35.1% African American 34.2% Asian 37.8% Filipino 41.8% Hispanic 34.5% Pacific Islander 37.5% White 33.3% English Learners 16.7% Socioeconomically Disadvantaged 33.9%	23-24 Data: All Students 45.6% African American 35.9% Asian 57.1% Filipino 80% Hispanic 43.6% Pacific Islander 52.9% White 43.2% English Learners 31.4%	24-25 Data: All Students 45.8% African American 44.9% Asian 71.8% Filipino 76.9% Hispanic 44.2% Pacific Islander 46.7% White 39.1% English Learners 24.3%	OVERALL TARGET: Increase the overall completion rate to 40%. This represents a 4.9% increase. SUBGROUPS: African American: 37.2%	All Students: +11.6 African American: +10.7 Asian: +34.0 Filipino: +35.1 Hispanic: +9.7 Pacific Islander: +9.2 White: +5.8 English Learners: +7.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 19.3% Homeless Students 27.1%	Socioeconomically Disadvantaged 45.4% Students with Disabilities 22% Homeless Students 46.6%	Socioeconomically Disadvantaged 45.5% Students with Disabilities 20% Homeless Students 40.6%	Asian: 40.8% Hispanic: 37.5% Pacific Islander: 40.5% White: 36.3% Socioeconomically Disadvantaged: 36.9% TARGETED GROUP increases to close achievement gaps: English Learners: 30%. Students with Disabilities: 30%. Homeless Students: 35%.	Socioeconomically Disadvantaged: +11.6 Students with Disabilities: +0.7 Homeless Students: +13.5
1.7	Students will have a broad course of study, including courses described for grades 1 to 6 and/or the adopted courses of study for grades 7 to 12 Source: Master Schedule	23-24 Data: Metric Met	24-25 Data: Metric Met	25-26 Data: Metric Met	Metric Met	Maintained
1.8	Students with exceptional needs will have access to programs and services	23-24 Data: Metric Met	24-25 Data: Metric Met	25-26 Data: Metric Met	Metric Met	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to meet their specific needs Source: Master Schedule					
1.9	High School and Middle School Drop Out Rates Source: CalPads	22-23 Data: High School Total - 10 English Learners - 3 Students with Disabilities - 2 Homeless - 0 Socioeconomically Disadvantaged - 7 Middle School Total - 0	23-24 Data: High School Drop Out Rates High School Total - 1.1% English Learners - 1.7% Students with Disabilities - 3.7% Students Experiencing Homelessness - 0% Socioeconomically Disadvantaged - 1.0% Middle School Drop Out Rates MS - 0%	24-25 Data: High School Drop Out Rates High School Total - 10 English Learners - 5 Students with Disabilities - 2 Students Experiencing Homelessness - 3 Socioeconomically Disadvantaged - 6 Middle School Drop Out Rates MS - 0	High School Total - 7 Middle School - 0 ** Percentages to be added/updated	Difference: Middle school: 0% High school: 0
1.10	High school graduation rate Source: California Dashboard	22-23 Data: High School Graduation Rate All Students: 93.6% Students with Disabilities: 75.2% African American: 94.7% Asian: 91.9% English Learners: 86.5% Filipino: 94.5%	23-24 Data: High School Graduation Rate All Students: 95.3% Students with Disabilities: 78% African American: 94.9% Asian: 93.9% English Learners: 89.7%	24-25 Data: High School Graduation Rate All Students: 96.1% Students with Disabilities: 87.4% African American: 93.9% Asian: 94.9% English Learners: 93%	OVERALL: TARGET: To Achieve Green on the CA Dashboard, we will maintain our Graduation Rate annually for all students with a status of at least 90.5 percent graduating.	All Students: +2.5 Students with Disabilities: +12.2 African American: -0.8 Asian: +3.0 English Learners: +6.5 Filipino: +5.5 Hispanic: +2.1 Students Experiencing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 94.2% Students Experiencing Homelessness: 94.1% Socioeconomically Disadvantaged: 93.9% Pacific Islanders: 100% White: 89.9%	Filipino: 100% Hispanic: 94.9% Students Experiencing Homelessness: 92.1% Socioeconomically Disadvantaged: 95.1% Pacific Islanders: 100% White: 95.9%	Filipino: 100% Hispanic: 96.3% Students Experiencing Homelessness: 97% Socioeconomically Disadvantaged: 95.9% Pacific Islanders: 100% White: 95.7%	All Students: 93.6% Students with Disabilities: 90.5% African American: 94.7% Asian: 91.9% English Learners: 90.5% Filipino: 94.5% Hispanic: 94.2% Students Experiencing Homelessness: 94.1% SED: 93.9% Pacific Islanders: 100% White: 90.5%	Homelessness: +2.9 Socioeconomically Disadvantaged: +2.0 Pacific Islanders: 0.0 (remained at 100%) White: +5.8
1.11	Students who are socio-economically disadvantaged will have access to programs and services to meet their specific needs Source: Local	22-23 Data: Metric Met	24-25 Data: Metric Met	25-26 Data: Metric Met	Metric Met	Maintained
1.12	11th graders percent proficient on CAASSP in math - EAP Source: CAASSP	22-23 Data: All Students Mathematics: 19% RFEP: Math: 15% SED: Math: 10% African American: Math: 18% LTEL: 3%	23-24 Data: All Students Mathematics: 17% RFEP: Math: 14% SED: Math: 12% African American: Math: 12% LTEL: 0%	24-25 Data: All Students Mathematics: 17.87% RFEP: Math: 15.41% SED: Math: 12.94%	OVERALL TARGET: Increase the overall proficiency rate to 25%. TARGETED GROUP INCREASES:	All Students 17.87 - 19 = -1.13; RFEP 15.41 - 15 = +0.41; SED 12.94 - 10 = +2.94; African American 10.53 - 18 = -7.47; LTEL 0 - 3 = -3.0.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American: Math: 10.53% LTEL: 0%	RFEP: 22% SED: 18% African American: 23% LTEL: 8%	
1.13	11th graders percent proficient on CAASSP in reading - EAP Source: CAASSP	22-23 Data: All Students ELA: 51% RFEP ELA: 52% SED ELA: 42%; African American ELA: 39%; LTEL: 1%	23-24 Data: All Students ELA: 51% RFEP ELA: 52% SED ELA: 45%; African American ELA: 39%; LTEL: 11%	24-25 Data: All Students ELA: 51.11% RFEP ELA: 56.02% SED ELA: 46.45%; African American ELA: 44.74%; LTEL: 5.06%	OVERALL TARGET: 55%. TARGETED GROUP INCREASES: SED: 48% African American: 46% LTEL: 8%	All Students: +0.11 (51% >51.11%) RFEP: +4.02 Socioeconomically Disadvantaged (SED): +4.45 African American: +5.74 LTEL: +4.06
1.14	ELA CAASPP scores CA School Dashboard ELA Distance from Standard Source: Dashboard	22-23 Data: All students are -34.3 points distance from standard All Socioeconomically Disadvantaged students districtwide are -52.8 from standard (9/14/24: Added per MCOE recommendation) RED Indicators ALL STUDENTS - Central Coast High - 206.9 Seaside High School - 52.9 Los Arboles -77.9 ENGLISH LEARNERS See Goal 3 Metrics	23-24 Data: All students are -33.2 points distance from standard All Socioeconomically Disadvantaged students districtwide are -50.3 from standard RED Indicators ALL STUDENTS - Central Coast High -245 Seaside High School -45.1 Los Arboles -60.5	24-25 Data: All students are -25.8 points distance from standard All Socioeconomically Disadvantaged students districtwide are -43.3 from standard RED Indicators ALL STUDENTS - Central Coast High -197.1 Seaside High School -43.3 Los Arboles -42.1	To achieve Green on the CA Dashboard, ELA scores for all students will increase to -5 points from standard below standard. Minimum Aim to Make YELLOW ALL STUDENTS - Central Coast High - -45.0 Seaside High School: -45 Los Arboles: - 70.0 ENGLISH LEARNERS	All students: +8 All Socioeconomically Disadvantaged students districtwide: +9.5 RED Indicators ALL STUDENTS - Central Coast High +9.8 Seaside High School +9.6 Los Arboles +35.8 ENGLISH LEARNERS See Goal 3 Metrics HISPANIC:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HISPANIC: Central Coast High: -208.9 Los Arboles Middle -93.5 Marina Vista Elementary -72.7 Seaside High -60.6 HOMELESS YOUTH: Del Rey Woods Elementary: -87.3 Los Arboles Middle: -94.8 Seaside Middle: -71.2 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: -203.4 Los Arboles Middle: -89.3 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -152.7 George C. Marshall Elementary: -81.2 Ione Olson Elementary: -141.6 La Mesa: -110.7 Los Arboles Middle: -168.7	ENGLISH LEARNERS See Goal 3 Metrics HISPANIC: Central Coast High: -267.9 Los Arboles Middle -80.4 Marina Vista Elementary -74.6 Seaside High -50.2 HOMELESS YOUTH: Del Rey Woods Elementary: -86.7 Los Arboles Middle: -75.8 Seaside Middle: -60.6 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: -250 Los Arboles Middle: -77 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -149.6	ENGLISH LEARNERS See Goal 3 Metrics HISPANIC: Central Coast High: -204.8 Los Arboles Middle -61 Marina Vista Elementary -62.3 Seaside High -54.5 HOMELESS YOUTH: Del Rey Woods Elementary: -57.4 Los Arboles Middle: -65.8 Seaside Middle: -57.8 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: -197.1 Los Arboles Middle: -53.8 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -94.8	See Goal 3 Metrics HISPANIC: Central Coast High: -45.0 Los Arboles Middle: -70.0 Marina Vista Elementary: -63.7 Seaside High -45 HOMELESS YOUTH: Del Rey Woods Elementary: -70.0 Los Arboles Middle:-70.0 Seaside Middle: -62.2 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: -45.0 Los Arboles Middle: -70.0 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: -70.0 Marshall Elementary: -70.0 Ione Olson Elementary: -70.0	Central Coast High: +4.1 Los Arboles Middle +32.5 Marina Vista Elementary +10.4 Seaside High +6.1 HOMELESS YOUTH: Del Rey Woods Elementary: +29.9 Los Arboles Middle: +29 Seaside Middle: +13.4 SOCIOECONOMICALLY DISADVANTAGED: Central Coast High: +6.3 Los Arboles Middle: +35.3 STUDENTS WITH DISABILITIES: Del Rey Woods Elementary: +57.9 George C. Marshall Elementary: -7.2 Ione Olson Elementary: +67.8 La Mesa: +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			George C. Marshall Elementary: -82.6 Ione Olson Elementary: -146.9 La Mesa: -130.2 Los Arboles Middle: -157.1	George C. Marshall Elementary: -88.4 Ione Olson Elementary: -73.8 La Mesa: -102.4 Los Arboles Middle: -145.5	La Mesa: -70.0 Los Arboles Middle: -70.0	Los Arboles Middle: +23.2
1.15	Math CAASPP scores CA School Dashboard Math Distance from Standard Source: Dashboard	22-23 Data: All students are -80.2 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -258.4 Los Arboles Middle -120.9 Marina Vista Elementary -96.4 Seaside High: -145.3 HISPANIC Districtwide: -100.3 Central Coast High: -261.8 Los Arboles Middle -139.3 Marina High: -120.7 Marina Vista Elementary -109.9 Seaside High: -155.1 HOMELESS YOUTH	23-24 Data: All students are -76.9 distance from the standard RED Indicators ALL STUDENTS Central Coast High -292.3 Los Arboles Middle -107.9 Marina Vista Elementary -87.4 Seaside High: -147.3 HISPANIC Districtwide: -98.3 Central Coast High: -308.8 Los Arboles Middle -127.8 Marina High: -120.5 Marina Vista Elementary -102 Seaside High: -148.9	24-25 Data: All students are -69.8 distance from the standard RED Indicators ALL STUDENTS Central Coast High -255 Los Arboles Middle -88 Marina Vista Elementary -77.9 Seaside High: -146.1 HISPANIC Districtwide: -92.8 Central Coast High: -264.5 Los Arboles Middle -105.2 Marina High: -125.4 Marina Vista Elementary -89.7 Seaside High: -154.1	To Achieve Green in the CA Dashboard, Math scores for all students will increase to -25 points below standard. Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -87.4 Seaside High: -115.0 HISPANIC Districtwide: -91.3 Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina High: -111.7	All students +10.4 RED Indicators ALL STUDENTS Central Coast High +3.4 Los Arboles Middle +32.9 Marina Vista Elementary +18.5 Seaside High: -0.8 HISPANIC Districtwide: +7.5 Central Coast High: -2.7 Los Arboles Middle +34.1 Marina High: -4.7 Marina Vista Elementary +20.2 Seaside High: +1 HOMELESS YOUTH Del Rey Woods Elementary: +40.7 Los Arboles Middle: +30.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Del Rey Woods Elementary: -107.7 Los Arboles Middle: -130.8 Monterey High: -143 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -99 Central Coast High: -258.6 Los Arboles Middle: -129.3 Marina Vista Elementary: -99.5 Seaside High: -148.5 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -155.1 Ione Olson Elementary: -160.8 La Mesa: -133.9 Los Arboles Middle: -203.6 Marina Vista Elementary: -185.6	HOMELESS YOUTH Del Rey Woods Elementary: -110.1 Los Arboles Middle: -127 Monterey High: -123.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -94.5 Central Coast High: -298.9 Los Arboles Middle: -125.1 Marina Vista Elementary: -91.6 Seaside High: -147.9 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -153 Ione Olson Elementary: -154.6 La Mesa: -144.8 Los Arboles Middle: -191.5 Marina Vista Elementary: -175.8	HOMELESS YOUTH Del Rey Woods Elementary: -67 Los Arboles Middle: -30.9 Monterey High: -37.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -87.8 Central Coast High: -255 Los Arboles Middle: -100.3 Marina Vista Elementary: -83.8 Seaside High: -155.1 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -96.1 Ione Olson Elementary: -90.7 La Mesa: -139 Los Arboles Middle: -178.7 Marina Vista Elementary: -161.8	Marina Vista Elementary: -95.0 Seaside High: -115.0 HOMELESS YOUTH Del Rey Woods Elementary:-95.0 Los Arboles Middle: -95.0 Monterey High: -115.0 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -90.0 Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -90.5 Seaside High; -115.0 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -95.0 Ione Olson Elementary: -95.0 La Mesa: -95.0 Los Arboles Middle: --95.0	Monterey High: +37.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: +11.2 Central Coast High: +3.6 Los Arboles Middle: +29 Marina Vista Elementary: +15.7 Seaside High: -6.6 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: +59 Ione Olson Elementary: +70.1 La Mesa: -5.1 Los Arboles Middle: +24.9 Marina Vista Elementary: +23.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Marina Vista Elementary: -95.0	
1.16	Statewide Assessment California Science Test CAST Source: CAASPP	22-23 Data: All Students 19.2% Students with Disabilities 4.7% Socioeconomically Disadvantaged 13.4% English Learners 0.2% (9/14/24: Added additional data per MCOE recommendation)	23-24 Data: All Students 22.8% Students with Disabilities 6.3% Socioeconomically Disadvantaged 16.5% English Learners 0.6%	24-25 Data: All Students 24.76% Students with Disabilities 6.49% Socioeconomically Disadvantaged 17.84% English Learners .52%	All students: 25%	All Students: +5.56 Students with Disabilities: +1.79 Socioeconomically Disadvantaged: +4.44 English Learners: +0.32
1.17	AP Passage Rate Source: Local	23-24 # of exams taken: 274 % of exams passed: 28%	24-25: # of exams taken: 118 % of exams passed: 50%	25-26 # of exams taken: 110 % of Exams passed is 30%	# of exams taken: 100 % of exams passed:55%	# of exams taken: -164 % of exams passed: +2%
1.18	Pupil Outcomes of Broad Course of Study % of Ds & Fs in all HS Courses Source: Local Grades	23-24 Data: Percent of Ds and Fs for grades 9-12 combined: Ds: 7%, Fs: 3%	24-25 Data: Ds: 6% Fs: 2%	25-26 Data S2: Percent of Ds and Fs for grades 9-12 combined: Ds: 7%, Fs: 2%	Percent of Ds and Fs for grades 9-12 combined: Ds: 5%, Fs: 1%	Difference: Ds: 0% Fs: -1% (decrease)
1.19	Number of Dual Enrollment Course Enrollments Source: Local Transcript and Course Enrollment Data	2023–24 Baseline Marina High 435 Monterey High 448 Seaside High 320 Total 1,203	24-25 Marina High 456 Monterey High 507 Seaside High 268 Total 1,231	25-26 Marina High 501 Monterey High 804 Seaside High 297 Central Coast 6 Total 1608	Increase total dual enrollment course enrollments to 1,375 by June 2027. School-Level Goals:	Total +405 Marina +66 Monterey +356 Seaside -23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Marina High: Increase from 435 to 500 Monterey High: Increase from 448 to 550 Seaside High: Increase from 320 to 325 The Seaside High target reflects a 21.3% increase to promote equitable access across sites.	

Goal Analysis [2025-26]

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

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

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

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

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

Action 1.1: There were no material differences between budgeted expenditures and estimated actual expenditures. Minor expenditure adjustments reflected routine staffing and salary variations, including slight increases in middle school world language staffing and minor decreases in counselor and library staffing costs.

Action 1.2: Estimated actual expenditures varied across several college and career readiness actions due to staffing adjustments, operational needs, and implementation refinements. High school ROTC expenditures were lower than budgeted due to staffing and program cost adjustments. Career Technical Education expenditures increased as additional support was provided to sustain pathway implementation and student access. Dual enrollment textbook expenditures were lower than anticipated due to reduced instructional material costs and course enrollment variations. IB and college and career support expenditures remained substantially aligned to planned implementation.

Action 1.3: Estimated actual expenditures differed from budgeted expenditures due to staffing adjustments and supplemental supports within alternative education programs. Expenditures for continuation and independent study staffing were lower than budgeted due to staffing transitions and enrollment fluctuations. Additional investments included an Accelerated Learning Specialist position funded through CSI resources and increased transportation support for Central Coast High School after anticipated external funding was not awarded. Career technical education programming and administrative supports remained aligned with planned implementation.

Action 1.4: Estimated actual expenditures for Visual and Performing Arts were lower than planned due to decreased staffing, operational costs, and substitute coverage needed to sustain expanded student programming and participation opportunities across school sites.

Action 1.5: Estimated actual expenditures for athletics and co-curricular programming varied slightly from budgeted amounts due to adjustments in activity staffing, transportation, and program participation levels. Additional expenditures supported expanded student access to athletics, activities, and after-school programming, including increased staffing for Expanded Learning Opportunities program leadership.

Action 1.6: Budgeted expenditures were $1,363,088.68 and estimated actual expenditures were $1,406,519.70 showing a 6% variance. While there were no material differences between budgeted expenditures and estimated actual expenditures, any differences would be primarily due to increased investments in professional development, instructional leadership stipends, assessment supports, and new teacher development coordination. Additional expenditures supported districtwide professional learning in literacy, mathematics, instructional leadership, AVID, International Baccalaureate, educational technology, and college readiness systems. College readiness curriculum expenditures were lower than originally anticipated due to adjustments in implementation timelines and resource utilization.

MPUSD successfully implemented Actions 1.1 through 1.6 aligned to Goal 1 to strengthen college and career readiness, student engagement, academic achievement, and expanded enrichment opportunities. Key actions included sustaining world language access, strengthening college and career readiness supports, expanding alternative education services, increasing access to visual and performing arts and athletics, and investing in educator development and professional learning. Educational partner feedback informed implementation refinements, including additional transportation supports, expanded enrichment access, and targeted professional development opportunities. Challenges included staffing shortages in specialized positions and the continued scaling of career pathway opportunities across secondary schools. Successes included expanded student participation in athletics, arts, dual enrollment, and career technical education pathways, along with continued positive trends in student engagement and college and career readiness indicators.

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

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

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

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

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

Action 1.5 Effective - The investment in athletics, activities, and co-curricular opportunities, including staffing, supplies, transportation, and expanded learning support, has strengthened student engagement and social-emotional development among English learners (EL), foster

youth, and socioeconomically disadvantaged (SED) students. Participation rates in athletics and activities have increased, with positive feedback from students and families about opportunities to connect and build school pride. YouthTruth surveys (Metric 5.1) and site feedback indicate improvements in student motivation, belonging, and engagement, particularly among historically underserved groups. Attendance rates (Metric 5.2) have shown modest improvements for targeted groups. While academic performance gains tied directly to these programs are still developing and show slight year-to-year variations (Metrics 1.15 & 1.14), the actions have been effective in supporting student engagement, connectedness, and overall well-being.

Action 1.6 Effective - The investment in new teacher development, including mentorship stipends, living stipends, recruitment efforts, and professional development coordination, has strengthened the district's ability to attract and retain high-quality, diverse teachers. Initial results show increased participation in residency and mentorship programs and improved support structures for new teachers. Teacher retention data is beginning to show stability, with fewer vacancies and misassignments reported (Metric 1.2). Educational partners have expressed positive feedback regarding the district's efforts to prioritize high-quality instruction. While full academic impacts on student achievement are still emerging, showing slight year-to-year variations (Metrics 1.15 & 1.14), these actions have been effective in building teacher capacity and supporting improved outcomes for English learners (EL), foster youth, and socioeconomically disadvantaged (SED) students.

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

Metrics

- The AP Passage Rate and outcome was added for 24-25 and left incomplete for 25-26(TBD). As of publication time (6/5/26), the district was still gathering this data.

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

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

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

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

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

Action 1.6 (New Teacher Development: TK-12): Changes Made for Coming Year
The district will continue to expand mentorship and residency programs, offer additional tuition reimbursement opportunities, and strengthen recruitment pipelines for diverse candidates. Monitoring of teacher retention and credentialing data will be refined, and professional development supports for new teachers will be enhanced based on feedback to ensure consistency across all school sites.

Action 1.7 Inclusive Education Support: Special Education and Math: Changes Made for the Coming Year
This strategy will be eliminated and moved to Goal 5.6. During the 2026 - 2027 LCAP development process, this action and associated investments were reorganized from Goal 1 into Goal 5 to better align all districtwide psychological, wellness, and student support services within a single goal focused on student engagement, wellness, and social-emotional supports. This adjustment was made for organizational alignment and transparency purposes and does not represent a reduction in services or supports for students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Middle School Enrichment: 7-8	Based on educational partner feedback and input, MPUSD will prioritize investment in middle schools to support instruction, learning and student progress for English learners, students who are socioeconomically disadvantaged, and foster youth. These student groups experience significant and specific needs at the middle school level and the district will invest as follows: middle school counselor over ratio, middle school library specialists, and middle school world language teachers.	$433,278.67	Yes

Action #	Title	Description	Total Funds	Contributing
		For specific impacts, please see making progress toward the goal section below on how this supports English learners, foster youth, and students who are socioeconomically disadvantaged.		
1.2	College Readiness and Support: 9-12 Staffing	Preparing students for college and career was identified as a priority for educational partners and the district will invest in various high school staff to specifically support English language learners, foster youth, and socio-economically disadvantaged students to be ready and prepared for college upon graduation. The staffing includes: high school media library specialists, high school credit recovery teacher, high school ROTC teachers to support military-connected students, CTE (career technical education) teachers, CTE materials and curriculum, College and Career Specialists, CTE director, International Baccalaureate Program Specialist, Instruction Innovation Specialist. This action supports the RED indicators for Seaside High for all students and Hispanic students in English Language Arts.	$3,581,210.05	Yes
1.3	Alternative Education: 7-12	Providing extra support to students in Educational Options is a priority and the district will invest in Alternative Education Community Day Middle School Teacher; Alternative Education High School Art Teacher; Alternative Education Independent Study Teachers; Alternative Education Independent Study Counselor; Alternative Education Independent Study Attendance Clerk; Alternative Education Digital Learning; Alternative Education Community Day High School Teacher; Alternative Education Career Technical Education (CTE); Assistant Principal Educational Operations; College and Career Readiness Support; Transportation; Driver/Campus Monitor.	$1,699,326.88	Yes
1.4	Visual and Performing Arts	Visual and performing arts was a big priority for educational partners and the district will invest in staffing to provide this enrichment to students. Staffing includes art and music teachers, as well as a coordinator of visual and performing arts specifically to support opportunities for English language learners, foster youth, and socioeconomically disadvantaged students.	$914,036.18	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Athletics, Activities, Co-Curricular Activities: TK-12	Athletics and activities was a need that educational partners valued and the district will invest in middle and high school athletics and co-curricular, including staffing, activities directors, field trip transportation, sports equipment and supplies, stipends for after school activities, AVID, transportation to support students, and high school student activities.	$2,362,909.13	Yes
1.6	New Teacher Development: TK-12	Educational partners indicated they would like to see the district recruit and retain high-quality, diverse teachers. The district will invest in New Teacher Development; HR Hiring Outside of Local Area; New Teacher Meeting Supplies, Administrative Induction, MC REL Empowered Suite Evaluation, and Tuition Reimbursement; Coordinator of Teacher Development; Alder Resident Teacher Living Stipends; Mentor Stipends; New Teacher Orientation; Educational Services Instructional Leadership Team (ILT) Stipends; College Readiness Curriculum; and Professional Development.	$1,709,204.50	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in 3rd grade who meet or exceed the standard in English Language Arts (reading/literacy) Data Source: California Assessment of Student Performance and Progress (CAASPP)	22-23 Data: All Students: 34.7% English Learners: 7% Students with Exceptional Needs:15.21% African American Students: 55.55% Hispanic/Latino Students: 22.74%	23-24 Data: All Students: 34.58% English Learners: 7.43% Students with Exceptional Needs:8.85% African American Students: 34.78% Hispanic/Latino Students: 25.0%	24-25 Data: All Students: 37%% English Learners: 15% Students with Exceptional Needs:12% African American Students: 50% Hispanic/Latino Students: 28.2%	All Students: An cumulative increase of 7 percentage points 41.7%. This translates to a yearly increase of approximately 2 percentage points. English Learners: A cumulative increase of 9 percentage points at 32.53%. This translates to a yearly increase of approximately 3 percentage points. Students with Exceptional	(8/11/2026: Updated Per MCOE) All Students +2.3 EL +8.0 SWD -3.21 African American -5.55 Hispanic +5.46

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

Goal Analysis [2025-26]

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

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

Action 2.1

MPUSD has begun implementing a districtwide structured literacy initiative across TK–8. This action included early learning assistants in all TK classrooms, professional development in structured literacy, investments in culturally relevant and developmentally appropriate instructional environments, and leadership stipends for ELA-focused support. Most of the planned activities were implemented, including professional learning sessions, TK classroom staffing, and site-based support. What began as areas of challenge have now become areas of strength across our early literacy work:

- From fragmentation to alignment: Early on, differences between core literacy instruction and intervention supports created gaps in coherence. We have since strengthened alignment between Tier 1 and Tier 2, ensuring that what students experience in the classroom and in support settings reinforces the same foundational skills and instructional approach.
- From uneven implementation to growing consistency: Site capacity initially varied, particularly where staffing instability existed or where teams were newer to structured literacy. We now see stronger, more consistent implementation across sites, supported by clearer expectations, shared practices, and increased leader and teacher expertise.
- From limited support to stronger coaching and monitoring systems: Inconsistent coaching and limited progress monitoring once constrained implementation. These have evolved into more defined coaching structures, increased opportunities for modeling and guided practice, and more intentional use of data to monitor foundational skill development.
- Sustained and expanding successes: Internal assessments continue to show strong growth in phonemic awareness, decoding, and oral reading fluency in TK–2 classrooms. Classrooms reflect increased engagement and stronger learning environments for early learners, signaling that both instructional and developmental investments are taking hold.
- Next phase of the work: Building on this progress, we are continuing to deepen implementation and intentionally create time within the instructional day for skills-based structured literacy instruction, ensuring all students have consistent access to the foundational skills necessary for long-term success.

Action 2.2

MPUSD staffed Accelerated Learning Specialists (ALS) at elementary and TK–8 sites to provide Tier 2 reading interventions, primarily using the SIPPS program. ALS worked with students in pull-out formats to build foundational reading skills, targeting English Learners, SWEN, and socioeconomically disadvantaged students.What began as a more isolated intervention model has evolved into a more coherent and integrated system of support for early literacy.

- From separation to alignment: Accelerated Learning Specialists (ALS) were initially providing Tier 2 support in pull-out settings with limited connection to Tier 1 instruction. We now see stronger alignment between intervention and core instruction, with increasing coherence between Building Reading Success (aligned HQIM for phonics) Intervention, SIPPS and classroom practices so students experience consistent skill development across settings.
- From limited collaboration to shared ownership: Early implementation highlighted gaps in shared planning and coordination between ALS and classroom teachers. That work has strengthened, with more intentional collaboration, clearer roles, and growing shared accountability for student outcomes.

- From inconsistent access to more stable structures: Scheduling and access to small-group instruction were early barriers. Sites have improved structures to ensure more consistent and reliable intervention time for students who need it most.

From variable training to stronger instructional capacity: ALS staff initially needed deeper grounding in the district's structured literacy framework. That capacity has grown, resulting in more consistent, skills-based instruction aligned to foundational literacy practices.

- Sustained and expanding successes: Student engagement in small groups remains high, and progress monitoring continues to show growth in decoding, phonics, and early fluency. Importantly, the strongest outcomes are now more consistently seen across sites as collaboration and alignment have improved.

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

Action 2.1: Estimated actual expenditures differed from budgeted expenditures due to adjustments in staffing allocations, expanded early literacy supports, and refinements in curriculum and professional development implementation. Expenditures for professional development and literacy curriculum were lower than originally budgeted due to phased implementation timelines and resource utilization adjustments. Transitional Kindergarten staffing increased by 2.0 full-time equivalents to support expanded enrollment and early literacy access. Early Learning Assistant staffing also increased to strengthen classroom support and early intervention services. Elementary library assistant staffing and early learning teacher on special assignment expenditures remained substantially aligned with planned implementation, with minor staffing adjustments supported through preschool programming allocations.

Action 2.2: Estimated actual expenditures exceeded budgeted expenditures due to increased investment in Accelerated Learning Specialist staffing to strengthen targeted literacy intervention and academic support services. Staffing increased by 2.0 full-time equivalents, although some positions remained vacant for portions of the school year. Teacher on Special Assignment support for Response to Intervention remained substantially aligned with the original budget and planned implementation.

MPUSD successfully implemented Actions 2.1 and 2.2 aligned to Goal 2 to strengthen foundational literacy, early intervention, and targeted academic supports for students. Key actions included expanding Transitional Kindergarten access, increasing instructional support staffing, strengthening literacy intervention systems, and providing professional development aligned to the science of reading and structured literacy practices. Investments supported districtwide implementation of literacy curriculum, intervention programs, accelerated learning supports, and professional learning for educators across preschool through eighth grade. Challenges included staffing vacancies in specialized support positions and phased implementation timelines for certain curriculum and training components. Successes included expanded early literacy access, strengthened intervention systems, increased support staffing for students requiring targeted assistance, and continued implementation of districtwide literacy improvement initiatives.

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

Action 2.1 Effective - During the 2025–2026 school year, MPUSD continued implementation of its districtwide foundational literacy strategy through investments in Transitional Kindergarten expansion, Early Learning Assistants, structured literacy professional development, and aligned instructional materials. The district strengthened preschool through grade three literacy coherence by expanding staffing supports and deepening implementation of science of reading practices across classrooms. While implementation quality continued to vary somewhat across sites and classrooms, the system became more consistent and increasingly aligned compared to prior years.

The third grade students assessed in Spring 2026 (Metric 2.1) experienced multiple years of exposure to this instructional framework, including aligned core literacy instruction, targeted foundational skills development, and increased early intervention supports. District benchmark and diagnostic data collected throughout the 2025–2026 school year demonstrated continued growth in foundational literacy skills, including phonemic awareness, decoding, encoding, fluency, and early reading proficiency, particularly in grades TK through 2. Growth trends were evident across multiple student groups, including English learners and students receiving targeted intervention support.

Educational partner feedback, including parent survey responses, reflected continued positive perceptions regarding early literacy support, communication, and student growth. While statewide assessment outcomes continue to lag behind implementation timelines, the district believes the sustained investment in staffing, instructional coherence, and educator capacity building is contributing to stronger early literacy outcomes and establishing the conditions for continued long-term improvement.

Action 2.2 Effective - During the 2025–2026 school year, MPUSD strengthened its literacy intervention system through expanded implementation of Building Reading Success and increased alignment between Tier 1 core instruction and Tier 2 intervention supports. Accelerated Learning Specialists continued providing targeted literacy intervention, but with greater integration into classroom instructional systems and clearer alignment to district structured literacy expectations.

The district moved beyond isolated intervention practices toward a more coherent multi-tiered literacy framework. Classroom teachers, Accelerated Learning Specialists, and instructional support staff engaged in shared professional learning grounded in science of reading practices, phonics-aligned instruction, diagnostic data use, and targeted foundational literacy support. This increased consistency in instructional routines, language, and intervention practices across schools and grade levels.

Students receiving intervention services experienced more connected instructional support throughout the school day, with intervention increasingly aligned to grade-level instruction and identified skill needs. Internal literacy assessment data demonstrated continued improvement in foundational reading skills for students participating in targeted intervention supports. While staffing vacancies and implementation variability continued to present challenges at some sites, the district’s literacy intervention system became more cohesive, data-informed, and instructionally aligned during the 2025–2026 school year.

This action was effective because it strengthened the district’s ability to provide consistent, skills-based literacy intervention connected to core instruction. The combination of aligned curriculum, expanded staffing supports, professional learning, and improved instructional coherence positioned the district to better support literacy outcomes across student groups and school sites.

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

Action 2.1 – Early Literacy: TK–8 Structured Literacy, Staffing, and Developmentally Appropriate Environments: Change to be implemented is that TK teachers and Early Learning Assistants will not be funded by LCAP.
Based on reflections on early implementation outcomes and internal assessment data the core goal remains unchanged, but support systems will be strengthened to improve instructional coherence and access:

- The district adopted a structured literacy curriculum that aligns more closely with foundational skills and supports all tiers of instruction.

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

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

Action 2.2 – Accelerated Learning Specialists (ALS) for Reading Intervention: No changes are planned at this time.
Following an evaluation of implementation challenges and analysis of student performance data, MPUSD will continue to sustain the coherence and impact of its reading intervention program:

- In 2025–26, ALS transitions to using a shared, district-adopted foundational literacy curriculum that aligns with classroom core instruction.
- ALS delivered services in closer coordination with classroom teachers, supporting a more integrated approach to Tier 2 intervention as part of a Multi-Tiered System of Supports (MTSS).
- All ALS and classroom teachers have been trained in the new curriculum, with coaching structures in place to support fidelity of implementation.
- ALS staffing is strategically deployed based on school-level data and subgroup needs, prioritizing campuses with high numbers of English Learners, SWEN, and socioeconomically disadvantaged students.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Early Literacy: TK-8	Early literacy is a priority in MPUSD and educational partner feedback and input overwhelmingly stated the need to provide extra support to help students succeed in the classroom. Accordingly, the district will invest in foundational literacy and numeracy, and developmentally appropriate teaching practices to support high-quality, culturally relevant and rigorous elementary curriculum focused on structured literacy to support our English language learners, foster youth and socio-economically disadvantaged youth.	$1,032,642.74	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, other examples include investment in elementary library assistants, and teacher on special assignment in grades transitional kindergarten through 8th grade to ensure students have developmentally appropriate environments. Additionally, this action item covers kindergarten round-up (registration/enrollment) activities and leadership stipends specific for English language arts. NOTE the change: TK teachers and Early Learning Assistants will not be funded by LCAP.		
2.2	Early Literacy: TK-8	Early literacy is a priority in MPUSD and educational partner feedback and input overwhelmingly stated the need to provide extra support to help students succeed in the classroom. The district will invest in 10 Accelerated Learning Specialists at our TK-8 and elementary schools, and Early Literacy Teacher on special assignment to help provide extra staffing support to help students read. This action supports the Red indicators for Elementary and Middle School site student groups, and district wide, as listed in metric 1.14.	$947,299.51	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

For example:

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of students redesignated by middle school	23-24 Data: 40% (140/354) For reference only 22-23 Data: 47.3%	24-25 Data: 56% (172/305)	25-26 Data: 58%	Increasing the reclassification rate by 10 percentage points to 57.3% this is about a 3% increase every year.	Difference: +18% redesignation rate
3.2	Percent of English Language Learners making progress on the English Language Proficiency Assessments for California (ELPAC) Source: California Dashboard	22-23 Data: The percent of ELs who progress in English proficiency (ELPAC) is 46.4% Schools indicated as Red on the Dashboard Dr. Martin Luther King, Jr. School of the Arts 41% Monte Vista TK-8 33.8% Monterey High School 33.3%	23-24 Data: The percent of ELs who progress in English proficiency (ELPAC) is 43.7% Dr. Martin Luther King, Jr. School of the Arts 41.2% Monte Vista 38% Monterey High School 45.5%	24-25 Data: The percent of ELs who progress in English proficiency (ELPAC) is 42.6% Long Term English Learners - 46.1% Dr. Martin Luther King, Jr. School of the Arts 49.2% Monte Vista 54% Monterey High School 43.2%	To Achieve Green on the CA Dashboard, we will increase our English Learner Progress Indicator for all students to a status of 52.4%, representing a 6% increase, and 2% every year.	Overall: EL: -3.8% Dr. Martin Luther King, Jr. School of the Arts: 8.2% Monte Vista +20.2% Monterey High School +9.9%
3.3	Reclassification rate English Language Learners - all grades	22-23 Data: 43.4%	23-24 Data: 11.4%	25-26 Data: 11.6%	Increasing the reclassification rate to 52.4%. This	-31.8% -31 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest & Internal	# of students reclassified YTD 23-24: 264	# of students reclassified YTD 24-25: 307	# of students reclassified YTD 25-26: 233 students	three year goal represents a steady and achievable improvement of 3% focusing on gaining ground year-over-year. # of students reclassified will be 284 with a 2% rate increase every year.	
3.4	Access to state academic content and performance standards, as well as support in the form of programs and services to gain academic content knowledge and English language acquisition	23-24 Data: 23 teachers have bclad certification 112- have the CLAD Certification All other teachers have the authorization embedded with their credentials or the certificate of completion for the CTE staff	24-25 Data: 31 hold BCLAD/BASP/BLS 81 hold CLAD 37 hold Emergency CLAD All other teachers have the English Language Authorization embedded into their credentials	25-26 Data: 31 hold BCLAD/BASP/BLS 97 hold CLAD 21 hold Emergency CLAD All other teachers have the English Language Authorization embedded into their credentials	100% of teachers with CLAD/BCLAD certification	-15 CLAD +21 Emergency CLAD
3.5	English Learner ELA CAASPP scores CA School Dashboard ELA Distance from Standard (see Goal 1 for overall)	Red Indicators ENGLISH LEARNERS: Ione Olson Elementary -89.5 J. C. Crumpton -78.9 Los Arboles Middle -122.9	2023-24 ENGLISH LEARNERS Ione Olson Elementary -104.8 J. C. Crumpton -48.8	2025-26 ENGLISH LEARNERS Ione Olson Elementary -46.8 J. C. Crumpton -36.3	Minimum Aim to Make YELLOW ENGLISH LEARNERS: Ione Olson -70.0 (+19.5) J. C. Crumpton -69.9 (+9.0)	Ione Olson Elementary +42.7 J. C. Crumpton +42.6 Los Arboles Middle +37.2 Marina Vista Elementary +8.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marina Vista Elementary -75.4 Seaside Middle -83.3 Districtwide -76.6	Los Arboles Middle -108.8 Marina Vista Elementary -86.3 Seaside Middle -87.6 Districtwide -80	Los Arboles Middle -85.7 Marina Vista Elementary -66.9 Seaside Middle -65.4 Districtwide -70.3	Los Arboles Middle Marina Vista -66.4 (+9.0) Seaside Middle -70.0 (+13.3) Districtwide -67.6 (+9.0)	Seaside Middle +17.9 Districtwide +6.3
3.6	English Learner Math CAASPP scores CA School Dashboard Math Distance from Standard (see Goal 1 for overall)	Red Indicators ENGLISH LEARNER Ione Olson -103 Los Arboles Middle -169.6 Marina Vista -114.3 Districtwide -110.7	2023-24 ENGLISH LEARNERS Ione Olson Elementary -114.8 Los Arboles Middle -147.1 Marina Vista Elementary -104.2 Districtwide -113	2024-25 ENGLISH LEARNERS Ione Olson Elementary -65.5 Los Arboles Middle -126.7 Marina Vista Elementary -84.3 Districtwide -107.3	Minimum Aim to Make YELLOW ENGLISH LEARNER Ione Olson -94 (9.0) Los Arboles Middle -95 (+76.6) Marina Vista -95 (+9.3) Districtwide -95.0 (+15.7)	Ione Olson Elementary +37.5 Los Arboles Middle +42.9 Marina Vista Elementary +30 Districtwide +3.1
3.7	Reduce % of Long Term English Language Learners	23-24 Data: 24.4% of EL students are long-term English Language Learners	24-25 Data: 27% of EL students are long-term English Language Learners	25-26 Data: 23.7% of EL students are long-term English Language Learners	Decreasing LTEL 10 percentage points to 14% this is about a 3% decrease every year.	The percentage of students who are LTELs decreased by .7% (about 100 students)

Goal Analysis [2025-26]

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

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

MPUSD continued implementation of Goal 3 actions during the 2025–2026 school year to strengthen language acquisition, academic achievement, and belonging for English learners, Long-Term English Learners (LTELs), and newcomer students. Key components included designated English Language Development (ELD) instruction supported through aligned literacy systems, integrated ELD strategies across content areas, expanded newcomer supports, and targeted staffing including Community Liaison Leaders, Accelerated Learning Specialists, newcomer teachers, and multilingual learner support staff. (Action 3.1)

Professional learning and collaboration structures continued through Multilingual Learner Leads, Communities of Practice (COPs), instructional coaching, and districtwide literacy implementation efforts. Schools utilized aligned literacy and language development programs to strengthen foundational literacy, oral language development, and academic vocabulary acquisition for multilingual learners, particularly in preschool through elementary grades. (Action 3.1)

Several implementation refinements occurred throughout the year to better respond to student enrollment patterns and emerging newcomer needs. Staffing allocations for Community Liaison Leaders were adjusted across sites to provide more targeted family outreach and multilingual learner support services. Additional newcomer-focused Accelerated Learning Specialist positions were added at DLAMP and Los Arboles Middle School to strengthen intervention and transition supports for newly arrived students. Expanded ELPAC testing support was also implemented to address increased assessment and monitoring needs. (Action 3.1)

Successes included strengthened newcomer support systems, expanded multilingual learner intervention capacity, and increased coordination between literacy instruction and language development supports. Schools continued building stronger systems for family engagement, multilingual learner progress monitoring, and aligned instructional support. Internal literacy and language development data reflected continued growth in foundational literacy skills and increased access to targeted support services for English learners and LTEL students.

Challenges included variability in implementation across school sites, staffing shortages in specialized support positions, and the continued need to strengthen secondary instructional coherence for Long-Term English Learners. Middle and high schools continued refining integrated ELD practices, intervention alignment, and course access supports to better address the academic and language development needs of multilingual learners. Despite these challenges, the district made continued progress toward building a more coherent and responsive multilingual learner support system across preschool through grade 12. (Action 3.2)

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 3 actions with expenditures aligning closely to planned personnel and non-personnel investments. The four actions below show small differences between budgeted and actual expenditures as detailed below.

Action 3.1: Marshall and Monte Vista increased 0.5 each community liaison leader and La Mesa decreased by 0.5.
Action 3.1: Added two newcomer accelerated learning specialists at DLAMP and La Mesa.
Action 3.1: Community liaison leader paid by other funding source.
Action 3.2: Decreased 0.29 high school English language teacher

Action 3.1: Estimated actual expenditures varied from budgeted expenditures due to staffing reallocations, expanded newcomer supports, and adjustments in funding sources to meet evolving student needs. Elementary Community Liaison Leader staffing was adjusted across school sites, including increases at Marshall and Marina Vista and a reduction at La Mesa, to better align services and support for multilingual learners and families. Additional newcomer support staffing was added through two Accelerated Learning Specialist positions at

DLAMP and Los Arboles Middle School to strengthen direct services for newly arrived students. Alternative education community liaison support was funded through CSI resources rather than LCFF expenditures. ELPAC testing support expenditures exceeded the original budget due to increased assessment administration needs and expanded support for multilingual learner identification and progress monitoring.

Action 3.2: Estimated actual expenditures differed from budgeted expenditures due to increased staffing support for multilingual learners at the elementary and middle school levels and adjustments to high school staffing allocations. Accelerated Learning Specialist expenditures increased to provide expanded targeted instructional support for English learners and Long-Term English Learners. High school English learner teacher expenditures were lower than originally budgeted due to a portion of staffing being funded through MCEC resources. Curriculum and professional development expenditures for English learner services were lower than anticipated due to adjustments in implementation timelines and resource utilization.

MPUSD successfully implemented Actions 3.1 and 3.2 aligned to Goal 3 to strengthen academic achievement, language development, and student belonging for English learners, Long-Term English Learners, and newcomer students. Key actions included expanding newcomer supports, increasing targeted instructional staffing, strengthening family engagement through Community Liaison Leaders, and supporting multilingual learner identification and progress monitoring systems. The district continued implementation of designated English Language Development curriculum and targeted intervention supports while refining services to better meet the needs of newcomer and multilingual learner populations. Challenges included staffing adjustments and balancing service allocations across school sites based on enrollment and student need. Successes included expanded newcomer supports, strengthened multilingual learner intervention services, increased family engagement capacity, and continued development of coherent systems to support language acquisition and academic progress for English learners across the district.
Similarly, the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services remained consistent. All actions were implemented LEA-wide and targeted unduplicated pupils, English learners in particular, as intended. As such, the district maintained alignment between its LCAP planning and actual service delivery in supporting English language development.

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

Action 3.1 Effective: MPUSD expanded specialized staffing, designated ELD, and integrated supports across TK–12 to strengthen outcomes for multilingual learners. From a baseline reclassification rate of 47.3% in 2022–23, the district is progressing toward the Year 3 target of 57.3%. Districtwide reclassification increased from 264 students in 2023–24 to 307 in 2024–25, reflecting steady growth aligned with the intended trajectory. This upward trend indicates that investments in staffing, literacy-focused supports, and professional learning are contributing to improved outcomes, particularly where implementation is consistent. Site-level gains, including Monterey High and Monte Vista TK–8, demonstrate that integrated approaches, such as targeted newcomer support and Multilingual Learner Lead structures, are producing measurable results. While overall ELPAC progress (Metric 3.2) declined slightly from 46.4% to 43.7%, site variation suggests that effective practices are emerging and can be scaled. Additionally, foundational work in access (Metric 3.4) and improvements in reclassification outcomes position the district for continued progress. This action is considered effective because it is driving increased reclassification outcomes and demonstrating clear impact where implemented with fidelity. Systems, staffing, and instructional supports are now more established, creating the conditions for stronger and more consistent progress across sites. Continued focus on ELPAC growth and academic outcomes in ELA and Math (Metrics 3.5 and 3.6) will further strengthen overall impact for multilingual learners.

Action 3.2 Effective: MPUSD continued to prioritize targeted supports for Long-Term English Learners (LTELs) in grades 6–12 through embedded strategies within Amplify and English 3D, including sheltered instruction, vocabulary development, and Flex Wednesday interventions. While the percentage of students identified as LTELs (Metric 3.7) decreased from 24.4% in 2023–24 to 23.7% in 25-26 and approximately 100 students over the past two years, this reflects both improved identification and the need to strengthen earlier intervention systems. At the same time, multiple indicators show meaningful progress in academic outcomes for multilingual learners. Districtwide English Learner performance improved in both ELA and Math (Metrics 3.5 and 3.6), with students moving closer to standard. In ELA, the district improved from -80 to -70.3 (+9.7 points), with strong gains across multiple sites including Ione Olson Elementary (+42.7), J.C. Crumpton (+42.6), and Seaside Middle (+17.9). In Math, districtwide performance improved from -113 to -107.3 (+5.7 points), with notable gains at Ione Olson (+37.5), Los Arboles Middle (+42.9), and Marina Vista (+30). These improvements reflect broader system impact, particularly at the elementary and middle school levels. While overall ELPAC progress (Metric 3.2) declined slightly from 46.4% to 43.7%, site-level variation continues to show that where strategies are implemented with fidelity, students are making gains. The combination of improved academic outcomes and strengthened instructional systems indicates that supports for LTELs are beginning to translate into measurable progress. This action is considered effective because it is producing measurable gains in ELA and Math performance for multilingual learners across multiple sites, while strengthening systems for identification, monitoring, and support. Although the LTEL percentage has increased, the district is seeing clear evidence of improved academic outcomes and is better positioned to accelerate progress through earlier and more targeted intervention.

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

Action 3.1 – Description of Changes (for 2026–27)
Following a review of implementation data and partner feedback, the following actions have changed; reduced 2 FTE elementary community liaison leaders, reduced 1 high school community liaison leader, high school newcomer teacher reduced to 0.5.

Action 3.2 – Description of Changes (for 2026-27)
Following a review of implementation data and partner feedback following actions have changed: increased high school English language learner teacher 0.5 FTE.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Learner Support: Transitional Kindergarten - 12	Aligned with educational partners' feedback, MPUSD is investing in specialized staffing and professional learning to support English learners. Providing language development support is a priority, and the district continues to implement designated English Language Development (TK–8) aligned to core ELA and a focus on integrated ELD across content areas.	$1,376,635.51	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, supports for families of English learner students remain a priority. Staffing for 2026-27 includes: elementary community liaison leaders, elementary newcomer teacher, middle school community liaison leaders, high school community liaison leaders, 1.5 high school newcomer teachers, 2 elementary accelerated learning specialists, and ELPAC testing support. Professional development continues through the MLL and EL Advocate Communities of Practice (COPs), with training centered on multilingual learner supports. MPUSD continues to implement “Ready. Set. Read.” for newcomers and “Estrellita” for TK–2 phonics. This action supports schools with Red ELPI indicators, including Dr. Martin Luther King Jr. School of the Arts, Monte Vista TK–8, and Monterey High School.		
3.2	Long Term English Language Learner Support: 6 - 12	To support Long-Term English Learners (LTELs) in grades 6–12, MPUSD continues to provide designated ELD using Amplify and English 3D curriculum frameworks. In grades 7–8, the 30-minute ELD block integrated into ELA includes sheltered strategies and academic language development. Flex Wednesdays are used for targeted interventions. In high school, the district is investing in additional ELL teachers to provide tiered language support aligned with English 3D. Instruction is cohort-based, differentiated by English proficiency levels, and focused on building academic vocabulary, study skills, and confidence. Following a review of implementation data and partner feedback following actions have changed: increased high school English language learner teacher 0.5 FTE.	$450,188.97	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students in 5th grade who meet or exceed standard in mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	A. 23.39% of All B. 13.44% Socio-Economically Disadvantaged C. 28.43% of English Language Learners D. 15.68% of Students Experiencing Homelessness E. 5.1% of Students with Exceptional Needs G. 21.88% of African American Students H. 13.83% of Hispanic/Latino Students	A. 23.35% of All B. 17.31% Socio-Economically Disadvantaged C. 2.28% of English Language Learners D. 11.86% of Students Experiencing Homelessness E. 5.83% of Students with Exceptional Needs G. 29.03% of African American Students H. 14.10% of Hispanic/Latino Students	A. 23.35% of All B. 17.31% Socio-Economically Disadvantaged C. 2.28% of English Language Learners D. 11.86% of Students Experiencing Homelessness E. 5.83% of Students with Exceptional Needs G. 29.03% of African American Students H. 14.10% of Hispanic/Latino Students	Increase 3% per year for all and 4% for other subgroups. A. 33.39% of All B. +12% Socio-Economically Disadvantaged C. +12% of EL D. +12% of Students Experiencing Homelessness E. +12% of Students with Exceptional Needs G. +12% of African American Students H. +12% of Hispanic/Latino Students	A. -0.04% for All B. +3.87% for Socio-Economically Disadvantaged C. -26.15% for English Language Learners D. -3.82% for Students Experiencing Homelessness E. -0.73% for Students with Exceptional Needs G. +7.15% for African American Students H. -0.27% for Hispanic/Latino Students
4.2	Percent of students in 8th grade who meet or exceed standard in mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	A. 14.09% of All B. 13.25% Socio-Economically Disadvantaged C. 17.73% of English Language Learners D. 8.18% of Students Experiencing Homelessness	A. 17.02% of All B. 12.34% Socio-Economically Disadvantaged C. 0% of English Language Learners D. 10.37% of Students	A. All 35% B. Socio-Economically Disadvantaged 23% C. English Language Learners 5%	Increase 3% per year for all and 4% for other subgroups. A. +9% of All B. +12% Socio-Economically Disadvantaged C. +12% of EL	A. All +20.91 B. Socio-Economically Disadvantaged +9.75% C. English Language Learners -12.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		E. 4.35% of Students with Exceptional Needs G. 8.82% of African American Students H. 13.38% of Hispanic/Latino Students	Experiencing Homelessness E. 3.16% of Students with Exceptional Needs G. 17.65% of African American Students H. 10.29% of Hispanic/Latino Students	D. Students Experiencing Homelessness 15% E. Students with Exceptional Needs 8% G. African American Students 18% H. Hispanic/Latino Students 23%	D. +12% of Students Experiencing Homelessness E. +12% of Students with Exceptional Needs G. +12% of African American Students H. +12% of Hispanic/Latino Students	D. Students Experiencing Homelessness +6.82% E. Students with Exceptional Needs+3.65% G. African American Students +9.18% H. Hispanic/Latino Students +9.62%
4.3	Points Below Standard overall mathematics Data Source: Dashboard	22-23 Data: All students are -80.2 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -258.4 Los Arboles Middle -120.9 Marina Vista Elementary -96.4 Seaside High: -145.3 HISPANIC Districtwide: -100.3 Central Coast High: -261.8 Los Arboles Middle -139.3 Marina High: -120.7	23-24 Data: All students are -76.9 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -292.3 Los Arboles Middle -107.9 Marina Vista Elementary -87.4 Seaside High: -147.3 HISPANIC Districtwide: -98.3 Central Coast High: -308.8 Los Arboles Middle -127.8	24-25 Data: All students are -76.9 points distance from the standard RED Indicators ALL STUDENTS Central Coast High -255 Los Arboles Middle -88 Marina Vista Elementary -77.9 Seaside High: -146.1 HISPANIC Districtwide: -92.8 Central Coast High: -264.5 Los Arboles Middle -105.2	To Achieve Green in the CA Dashboard, Math scores for all students will increase to -25 points below standard. Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -87.4 Seaside High: -115.0 HISPANIC Districtwide: -91.3	All students +3.3 RED Indicators ALL STUDENTS Central Coast High +3.4 Los Arboles Middle +32.9 Marina Vista Elementary +18.5 Seaside High: -8 HISPANIC Districtwide: +7.5 Central Coast High: -2.7 Los Arboles Middle +34.1 Marina High: -4.7 Marina Vista Elementary +20.2 Seaside High: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marina Vista Elementary -109.9 Seaside High: -155.1 HOMELESS YOUTH Del Rey Woods Elementary: -107.7 Los Arboles Middle: -130.8 Monterey High: -143 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -99 Central Coast High: -258.6 Los Arboles Middle: -129.3 Marina Vista Elementary: -99.5 Seaside High: -148.5 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -155.1 Ione Olson Elementary: -160.8 La Mesa: -133.9 Los Arboles Middle: -203.6 Marina Vista Elementary: -185.6	Marina High: -120.5 Marina Vista Elementary -102 Seaside High: -148.9 HOMELESS YOUTH Del Rey Woods Elementary: -110.1 Los Arboles Middle: -127 Monterey High: -123.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -94.5 Central Coast High: -298.9 Los Arboles Middle: -125.1 Marina Vista Elementary: -91.6 Seaside High: -147.9 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -153 Ione Olson Elementary: -154.6 La Mesa: -144.8	Marina High: -125.4 Marina Vista Elementary -89.7 Seaside High: -154.1 HOMELESS YOUTH Del Rey Woods Elementary: -67 Los Arboles Middle: -99.9 Monterey High: -105.8 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -87.8 Central Coast High: -255 Los Arboles Middle: -100.3 Marina Vista Elementary: -83.8 Seaside High: -155.1 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -96.1 Ione Olson Elementary: -90.7 La Mesa: -139	Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina High: -111.7 Marina Vista Elementary: -95.0 Seaside High: -115.0 HOMELESS YOUTH Del Rey Woods Elementary:-95.0 Los Arboles Middle: -95.0 Monterey High: -115.0 SOCIOECONOMICALLY DISADVANTAGED Districtwide: -90.0 Central Coast High: -115.0 Los Arboles Middle: -95.0 Marina Vista Elementary: -90.5 Seaside High; -115.0 STUDENTS WITH DISABILITIES	HOMELESS YOUTH Del Rey Woods Elementary: +40.7 Los Arboles Middle: +30.9 Monterey High: +37.2 SOCIOECONOMICALLY DISADVANTAGED Districtwide: +11.2 Central Coast High: +3.6 Los Arboles Middle: +29 Marina Vista Elementary: +15.7 Seaside High: -6.6 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: +59 Ione Olson Elementary: +70.1 La Mesa: -5.1 Los Arboles Middle: +24.9 Marina Vista Elementary: +23.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Los Arboles Middle: -191.5 Marina Vista Elementary: -175.8	Los Arboles Middle: -178.7 Marina Vista Elementary: -161.8	Del Rey Woods Elementary: -95.0 Ione Olson Elementary: -95.0 La Mesa: -95.0 Los Arboles Middle: --95.0 Marina Vista Elementary: -95.0	

Goal Analysis [2025-26]

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

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

Overall implementation of Goal 4 Actions 4.1 through 4.3 was substantially carried out as planned, with continued districtwide focus on strengthening mathematics instruction, expanding STEM learning opportunities, and increasing targeted academic support for students. Planned investments in curriculum resources, professional development, accelerated learning supports, and sixth grade science camp were implemented across the district to support mathematics achievement and student engagement in STEM-related learning experiences.

Several refinements occurred during implementation to better support evolving instructional needs and district mathematics priorities. Under Action 4.1, STEM curriculum resources and assessment systems continued to support instruction, although some instructional material purchases and implementation timelines were adjusted throughout the year. Schools continued utilizing i-Ready diagnostic data and mathematics progress monitoring tools to guide instruction, but consistency in data analysis and instructional response continued to vary across sites and grade levels.

Under Action 4.2, the district expanded mathematics-focused professional learning and targeted intervention support beyond the original plan. Additional investments supported professional development related to Ready Mathematics, Unbounded Learning, CPM, Edia Learning, Cracking the Code Math, instructional technology integration, and elementary mathematics instructional practices. Accelerated Learning Specialist staffing support increased at both the elementary and middle school levels to strengthen targeted intervention and student support services. Job-embedded coaching, collaboration structures, and instructional support were implemented throughout the district, although consistency of implementation and instructional follow-through continued to vary across schools based on staffing capacity and site readiness.

Action 4.3 was successfully implemented through continued sixth grade science camp opportunities and hands-on STEM learning experiences for students. Operational adjustments helped maintain implementation while supporting outdoor education access for students across the district.

Successes included expanded access to mathematics intervention supports, increased educator participation in mathematics-focused professional learning, strengthened collaboration around instructional practices, and continued implementation of coherent TK–12 mathematics improvement efforts. The district also saw increased alignment between mathematics curriculum, instructional support, and intervention systems. Challenges included maintaining consistent implementation fidelity across sites, addressing staffing variability, and continuing to strengthen differentiated supports for English learners, students with disabilities, and students requiring targeted mathematics intervention. Despite these challenges, the district continued building stronger instructional coherence and educator capacity in mathematics and STEM instruction during the 2025–2026 school year.

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

Action 4.1: Estimated actual expenditures for STEM curriculum and instructional resources were lower than budgeted. The district budgeted $107,249.87 and expended $149,079.35, a difference of approximately $41,829.48. Variances were primarily due to adjustments in instructional material purchases, phased implementation timelines, and resource utilization across mathematics and STEM support programs.

Action 4.2: Estimated actual expenditures were below budgeted expenditures due to lower-than-anticipated spending on mathematics and science professional development, instructional coaching, and targeted intervention staffing. The district budgeted $421,682.72 and expended $317,930.60, resulting in material underspending of approximately $103,752.12. Actual expenditures supported professional learning related to Ready Mathematics, UnboundEd Learning, CPM, Cracking the Code Math, Edia Learning, instructional technology integration, and elementary mathematics supports. Elementary Accelerated Learning Specialist expenditures increased from $58,889.01 to $64,862.14, while middle school Accelerated Learning Specialist expenditures increased from $86,717.33 to $125,501.80. These increases reflected expanded targeted intervention and instructional support services for students requiring additional mathematics support.

Action 4.3: Estimated actual expenditures for sixth-grade science camp exceeded budgeted expenditures. The district budgeted $209,186.28 and expended $244,186.28, resulting in overspending of approximately $35,000.00. The variance was related to operational cost adjustments and implementation expenditures associated with outdoor education programming.

MPUSD successfully implemented Actions 4.1 through 4.3 aligned to Goal 4 to strengthen mathematics achievement, STEM learning opportunities, and targeted intervention supports for students. Key investments included districtwide mathematics professional development, instructional coaching, STEM curriculum resources, accelerated learning supports, and science-based enrichment opportunities. Increased expenditures in professional learning and intervention staffing reflected the district’s continued focus on improving mathematics instruction and building educator capacity. Challenges included balancing staffing capacity and implementation timelines across multiple mathematics initiatives. Successes included expanded mathematics intervention supports, strengthened instructional alignment, increased educator participation in mathematics-focused professional learning, and continued implementation of coherent TK–12 mathematics improvement efforts across the district.

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

Action 4.1 Effective: Math and Science Curriculum (TK–8) Metric 4.1, the percentage of fifth grade students meeting or exceeding mathematics standards on the CAASPP, remained relatively stable overall, shifting from 23.39% to 23.35% of students meeting or exceeding standards. While overall performance remained steady, several student groups demonstrated measurable growth. Socioeconomically disadvantaged students increased by +3.87%, and African American students increased by +7.15%. Hispanic/Latino students remained relatively stable with only a minor decline of -0.27%. The district's investments in mathematics curriculum, instructional resources, STEM materials, and assessment systems contributed to continued progress toward Goal 4. MPUSD continued implementation of i-Ready diagnostic assessments and standards-aligned mathematics resources to support consistent progress monitoring and instructional planning across sites. These systems strengthened educators' ability to identify student needs earlier and provide targeted intervention and support. Although English learners and students experiencing homelessness continued to demonstrate lower performance outcomes, the district saw evidence that expanded curriculum alignment and intervention supports contributed to narrowing achievement gaps for several historically underserved student groups. This action was effective because it strengthened districtwide coherence in mathematics instruction, assessment practices, and targeted academic supports. Continued implementation of standards-aligned science curriculum, instructional resources, and assessments will strengthen coherent, grade-level science instruction and build on the districtwide increase from 19.2% to 24.76% of students meeting or exceeding standards on the CAST (1.16).

Action 4.2 Effective: Math and Science Job-Embedded Expertise (TK–12) Metric 4.2, the percentage of eighth grade students meeting or exceeding mathematics standards on the CAASPP, demonstrated significant improvement across the district and multiple student groups. Overall eighth grade mathematics performance increased from 14.09% to 35% of students meeting or exceeding standards. Student groups also demonstrated substantial gains, including socioeconomically disadvantaged students (+9.75%), students experiencing homelessness (+6.82%), African American students (+9.18%), and Hispanic/Latino students (+9.62%). District investments in mathematics coaching, professional development, Accelerated Learning Specialists, and job-embedded instructional support contributed to stronger instructional consistency and improved mathematics outcomes. Professional learning focused on standards-based mathematics instruction, Ready Mathematics implementation, intervention systems, and mathematics pedagogy across grade spans. Increased staffing support through Accelerated Learning Specialists strengthened targeted intervention and academic support for students requiring additional mathematics assistance. Metric 4.3, the district's Dashboard mathematics indicator measuring points below standard, also demonstrated improvement. Districtwide, all students improved by +3.3 points. Several school sites demonstrated positive movement, including Marina Vista Elementary (+18.5 points) and Los Arboles Middle School (+32.9 points). These improvements indicate positive impact from expanded instructional supports, coaching structures, and intervention systems implemented across the district. While performance gaps remain for English learners and students with disabilities, the district's mathematics coaching, intervention systems, and professional learning structures demonstrated effectiveness in improving instructional practices and increasing student achievement outcomes across multiple student groups and school sites. Job-embedded coaching and professional learning will focus on inquiry-based science instruction, academic language, and targeted scaffolds to accelerate progress for all students, particularly English Learners and students with disabilities, whose gains were more limited. Continued implementation of standards-aligned science curriculum, instructional resources, and assessments will strengthen coherent, grade-level science instruction and build on the districtwide increase from 19.2% to 24.76% of students meeting or exceeding standards on the CAST (1.16).

Action 4.3 Effective: Sixth Grade Science Camp and STEM Enrichment: Action 4.3 continued to effectively support district goals related to STEM engagement, hands-on learning, and equitable access to enrichment opportunities. While sixth grade science camp is not directly measured through CAASPP mathematics outcomes, the action contributed to broader student engagement, collaboration, and real-world

application of science learning experiences. The district successfully maintained equitable access to sixth grade science camp and STEM enrichment opportunities for students across school sites, including historically underserved student groups. These experiences supported inquiry-based learning, student collaboration, environmental literacy, and increased student connection to science and STEM pathways. Continued implementation of enrichment opportunities aligned with the district's broader efforts to strengthen student engagement, belonging, and college and career readiness. Continued implementation of standards-aligned science curriculum, instructional resources, activities, and expanded learning opportunities in STEM, and assessments will strengthen coherent, grade-level science instruction and build on the districtwide increase from 19.2% to 24.76% of students meeting or exceeding standards on the CAST (1.16). Moreover, MPUSD found a 14% decrease in chronic absenteeism (5.3), suggesting that when students have expanded opportunities such as STEM Enrichment and Science camp, they are more likely to attend school.

Collectively, Actions 4.1 through 4.3 were effective in supporting progress toward Goal 4 by strengthening instructional coherence, expanding intervention and enrichment opportunities, increasing educator capacity, and improving mathematics outcomes for multiple student groups across the district.

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

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

Action 4.2 – Description of Changes
Increased STEM teacher on special assignment 0.25; reduced middle school accelerated learning specialists.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Aligned with educational partners' input and based on current math performance metrics, MPUSD continues investing in standards-aligned TK–8 math and science curriculum and supplemental resources. Investments include: STEM Curriculum (e.g., Do the Math; Math Kit; Iready Math/Reading; Science Journal; On Demand Tutoring). These resources are aimed at accelerating growth, especially for English learners, foster youth, and socio-economically disadvantaged students. The district uses iReady assessments to track student progress and guide instruction ahead of CAASPP testing.	$152,443.69	Yes
4.2	Mathematics/Science Job Embedded Expertise: TK-12	MPUSD continues to build job-embedded expertise to improve math and science instruction across TK–12. Investments include Math and Science Professional Development (Math Coach/Math Improvement/Ready Math/Math Professional Development Extra Support, PS Math/Aquarium/EdTech Stipends, Unbounded Learning, Ready Math, Reading and Math-Early Learning Tutors, Curriculum Professional Development Math, Edia Learning Professional Development-Math, CPM, Cracking the Code Math), Elementary STEM Teacher on Special Assignment. This role will provide more targeted, data-driven coaching cycles, aligned with formative assessments and intervention plans. This action addresses Red Dashboard indicators across student groups by ensuring that teachers have content-specific support to differentiate instruction. This action supports Red Indicators for Math on the Dashboard at all school sites and student groups as identified in the metrics 1.15 and 4.3.	$187,798.55	Yes
4.3	Field Trips: 6th Grade	In response to educational partner feedback, MPUSD provides district-funded field trips for all 6th graders, including science camp. These hands-on, immersive experiences are designed to increase access and engagement for English learners, foster youth, and socio-economically disadvantaged students.This action continues with coordinated site support to ensure equitable participation and aligns with the district’s broader	$244,186.28	Yes

Action #	Title	Description	Total Funds	Contributing
		commitment to providing real-world, standards-connected learning opportunities.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of student engagement data (e.g., attendance, chronic absenteeism, suspension, expulsion rates), YouthTruth and other survey data, and other school climate/culture metrics will help the district continue progress and growth. During the LCAP development process, educational partners identified the need for the district to develop a comprehensive system of support so that all students can overcome barriers and succeed. The supports emphasized in community engagement meetings and surveys include: mental health, social emotional, parent engagement and education, before and after school care, credit recovery, and tutoring. This goal includes specific metrics the district will use to highlight the progress of the implementation of the Multi-Tiered Systems of Support framework.

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

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

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

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

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

identified below.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Youth Truth Data Student, staff, and stakeholder perceptions are linked to academic outcomes, so it's important to know what our students are experiencing in our district, schools, and classrooms. MPUSD utilizes YouthTruth to measure these perceptions. Specifically, we will measure: engagement, academic challenge, instructional methods, culture, belonging, relationships, emotional and mental health, and diversity, equity and inclusion.	2023-2024 YouthTruth Student Data: Elementary (Average Rating) Engagement: 2.75 Academic Challenge: 2.39 Instructional Methods: 2.54 Culture: 2.17 Belonging: 2.32 Relationships: 2.68 School Safety: 2.49 Emotional & Mental Health: 2.32 Diversity, Equity, & Inclusion: 2.05 Middle (Average Rating) Engagement: 3.2 Academic Challenge: 3.42 Culture: 3.11 Belonging: 3.3 Relationships: 3.19 Emotional and Mental Health: 3.58 School Safety: 3.59 Inclusion: 3.23 High (Average) Engagement: 3.53 Academic Challenge: 3.6 Culture: 3.31	2024-2025 YouthTruth Student Data: Elementary (Average Rating) Engagement: 2.73 Academic Challenge: 2.39 Instructional Methods: 2.52 Culture: 2.20 Belonging: 2.35 Relationships: 2.68 School Safety: 2.50 Emotional & Mental Health: 2.33 Diversity, Equity, & Inclusion: 2.07 Middle (Average Rating) Engagement: 3.1 Academic Challenge: 3.49 Culture: 3.18 Belonging: 3.32 Relationships: 3.26 Emotional and Mental Health: 3.44 School Safety: 3.60 Inclusion: 3.26	2025-2026 YouthTruth Student Data: Elementary (Average Rating) Engagement: 2.78 Academic Challenge: 2.39 Instructional Methods: 2.52 Culture: 2.20 Belonging: 2.34 Relationships: 2.68 School Safety: N/A Emotional & Mental Health: 2.47 Diversity, Equity, & Inclusion: 2.01 Middle (Average Rating) Engagement: 3.25 Academic Challenge: 3.56 Culture: 3.23 Belonging: 3.4 Relationships: 3.4 Emotional and Mental Health: 3.67 School Safety: 2.33 Inclusion: 3.34 High (Average)	Maintain and Increase ... Elementary (Average) Engagement: 3.0 Academic Challenge: 3.0 Instructional Methods: 3.0 Culture: 2.5 Belonging: 3.0 Relationships: 3.0 School Safety: 3.0 Emotional & Mental Health: 2.75 Diversity, Equity, & Inclusion: 2.5 Middle (Average) Engagement: 4.0 Academic Challenge: 4.0 Culture: 3.75 Belonging: 3.75 Relationships: 3.75 Emotional and Mental Health: 4.0 School Safety: 4.0 Inclusion: 4.0 High (Average) Engagement: 4.0 Academic Challenge: 4.0 Culture: 3.75	2025–2026 YouthTruth Student Data Elementary (Average Rating) Engagement: +0.03 Academic Challenge: 0 Instructional Methods: -0.02 Culture: +0.03 Belonging: +0.02 Relationships: 0 School Safety: N/A Emotional & Mental Health: +0.15 Diversity, Equity, & Inclusion: -0.04 Middle (Average Rating) Engagement: +0.05 Academic Challenge: +0.14 Culture: +0.12 Belonging: +0.10 Relationships: +0.21 Emotional and Mental Health: +0.09 School Safety: -1.26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 3.39 Relationships: 3.21 Career and College Readiness: 3.19 Emotional and Mental Health: 3.56 Safety: 3.77 Inclusion: 3.59 Youth Truth Staff Data Elementary School (Average) Engagement: 3.90 Relationships: 4.04 Culture: 3.67 Professional Development: 3.7 School Safety: 3.65 Diversity, Equity and Inclusion: 4.21 Middle School (Average) Engagement: 3.92 Relationships: 3.96 Culture: 3.71 Professional Development: 3.65 School Safety: 3.62 Diversity, Equity and Inclusion: 4.25 High School (Average) Engagement: 3.98 Relationships: 4.02 Culture: 3.61	High (Average) Engagement: 3.58 Academic Challenge: 3.62 Culture: 3.35 Belonging: 3.42 Relationships: 3.22 Career and College Readiness: 3.21 Emotional and Mental Health: 3.54 Safety: 3.83 Inclusion: 3.54 Youth Truth Staff Data Elementary School (Average) Engagement: 4.06 Relationships: 4.11 Culture: 3.84 Professional Development: 3.73 School Safety: 3.66 Diversity, Equity and Inclusion: 4.23 Middle School (Average) Engagement: 4.15 Relationships: 4.16 Culture: 4.07	Engagement: 3.54 Academic Challenge: 3.63 Culture: 3.29 Belonging: 3.43 Relationships: 3.25 Career and College Readiness: 3.25 Emotional and Mental Health: 3.60 Safety: 2.04 Inclusion: 3.41 Youth Truth Staff Data Elementary School (Average) Engagement: 3.92 Relationships: 3.95 Culture: 3.55 Professional Development: 3.8 School Safety: 3.85 Diversity, Equity and Inclusion: 4.23 Middle School (Average) Engagement: 4.29 Relationships: 4.26 Culture: 4.19 Professional Development: 3.98	Belonging: 3.75 Relationships: 33.75 Career and College Readiness: 3.75 Emotional and Mental Health: 4.0 Safety: 4.0 Inclusion: 4.0 Youth Truth Staff Data Elementary School (Average) Engagement: 4.0 Relationships: 4.5 Culture: 4.0 Professional Development: 3.73 School Safety: 3.66 Diversity, Equity and Inclusion: 4.5 Middle School (Average) Engagement: 4.5 Relationships: 4.5 Culture: 4.0 Professional Development: 4.0 School Safety: 4.0 Diversity, Equity and Inclusion: 4.5	Inclusion: +0.11 High (Average) Engagement: +0.01 Academic Challenge: +0.03 Culture: -0.02 Belonging: +0.04 Relationships: +0.04 Career and College Readiness: +0.06 Emotional and Mental Health: +0.04 Safety: -1.73 Inclusion: -0.18 YouthTruth Staff Data (Change from 2023–2024) Elementary School (Average) Engagement: +0.02 Relationships: -0.09 Culture: -0.12 Professional Development: +0.10 School Safety: +0.20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional Development: 3.63 School Safety: 3.56 Diversity, Equity and Inclusion: 4.19 Youth Truth Parent/Guardian/Family Data Elementary School (Average) Engagement: 3.76 Relationships: 4.25 Culture: 3.98 Communication and Feedback: 3.94 Resources: 3.86 School Safety: 3.7 Diversity, Equity and Inclusion: 4.07 Middle School (Average) Engagement: 3.37 Relationships: 3.81 Culture: 3.41 Communication and Feedback: 3.44 Resources: 3.34 School Safety: 3.11 Diversity, Equity and Inclusion: 3.71 High School (Average) Engagement: 3.47 Relationships: 3.86	Professional Development: 3.91 School Safety: 4.18 Diversity, Equity and Inclusion: 4.32 High School (Average) Engagement: 4.11 Relationships: 4.08 Culture: 3.81 Professional Development: 3.65 School Safety: 3.89 Diversity, Equity and Inclusion: 4.36 Youth Truth Parent/Guardian/Family Elementary School (Average) Engagement: 3.82 Relationships: 4.27 Culture: 4.02 Communication and Feedback: 3.76 Resources: 3.88 School Safety: 3.7 Diversity, Equity and Inclusion: 4.08	School Safety: 4.12 Diversity, Equity and Inclusion: 4.32 High School (Average) Engagement: 4.10 Relationships: 4.03 Culture: 3.81 Professional Development: 3.65 School Safety: 3.73 Diversity, Equity and Inclusion: 4.36 Youth Truth Parent/Guardian/Family Elementary School (Average) Engagement: 3.83 Relationships: 4.25 Culture: 4.04 Communication and Feedback: 3.99 Resources: 3.90 School Safety: 3.86 Diversity, Equity and Inclusion: 4.07 Middle School (Average)	High School (Average) Engagement: 4.5 Relationships: 4.5 Culture: 4.0 Professional Development: 4.0 School Safety: 4.0 Diversity, Equity and Inclusion: 4.5 Youth Truth Parent/Guardian/Family Data Elementary School (Average) Engagement: 4.0 Relationships: 4.75 Culture: 4.5 Communication and Feedback: 4.5 Resources: 4.0 School Safety: 4.25 Diversity, Equity and Inclusion: 3.95 Middle School (Average) Engagement: 4.0 Relationships: 3.94 Culture: 4.0 Communication and Feedback: 3.73 Resources: 3.74	Diversity, Equity and Inclusion: +0.02 Middle School (Average) Engagement: +0.37 Relationships: +0.30 Culture: +0.48 Professional Development: +0.33 School Safety: +0.50 Diversity, Equity and Inclusion: +0.07 High School (Average) Engagement: +0.12 Relationships: +0.01 Culture: +0.20 Professional Development: +0.02 School Safety: +0.17 Diversity, Equity and Inclusion: +0.17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Culture: 3.74 Communication and Feedback: 3.54 Resources: 3.65 School Safety: 3.59 Diversity, Equity and Inclusion: 3.88	Middle School (Average) Engagement: 3.40 Relationships: 3.84 Culture: 3.40 Communication and Feedback: 3.49 Resources: 3.57 School Safety: 3.25 Diversity, Equity and Inclusion: 3.81 High School (Average) Engagement: 3.50 Relationships: 3.91 Culture: 3.80 Communication and Feedback: 3.49 Resources: 3.73 School Safety: 3.62 Diversity, Equity and Inclusion: 3.86	Engagement: 3.66 Relationships: 3.94 Culture: 3.69 Communication and Feedback: 3.73 Resources: 3.74 School Safety: 3.61 Diversity, Equity and Inclusion: 3.81 High School (Average) Engagement: 3.55 Relationships: 3.88 Culture: 3.78 Communication and Feedback: 3.62 Resources: 3.71 School Safety: 3.66 Diversity, Equity and Inclusion: 3.86	School Safety: 3.61 Diversity, Equity and Inclusion: 4.0 High School (Average) Engagement: 4.0 Relationships: 4.0 Culture: 4.0 Communication and Feedback: 4.0 Resources: 4.0 School Safety: 4.0 Diversity, Equity and Inclusion: 3.94	YouthTruth Parent/Guardian/Family (Change from 2023–2024) Elementary School (Average) Engagement: +0.07 Relationships: 0 Culture: +0.06 Communication and Feedback: +0.05 Resources: +0.04 School Safety: +0.16 Diversity, Equity and Inclusion: 0 Middle School (Average) Engagement: +0.29 Relationships: +0.13 Culture: +0.28 Communication and Feedback: +0.29 Resources: +0.40 School Safety: +0.50 Diversity, Equity and Inclusion: +0.10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						High School (Average) Engagement: +0.08 Relationships: +0.02 Culture: +0.04 Communication and Feedback: +0.08 Resources: +0.06 School Safety: +0.07 Diversity, Equity and Inclusion: -0.02
5.2	Attendance Rate Source: Everyday Labs	2023-2024: 93.9%	2024-2025 94.8% (Everyday Labs)	2025-2026 YTD: 94.2% (Everyday Labs)	Attendance rate increase by 4.1% to reach 98%	+0.3
5.3	Chronic Absenteeism Rate Source: California Dashboard	2022-2023 Data: All Students 26.7% All English Learners: 28.3% All Foster Youth: 50% All Socioeconomically Disadvantaged 31.8% (9/13/24: Added per MCOE recommendation) RED Indicators: ALL STUDENTS La Mesa 20.1%, Marina Vista 37% Monte Vista 26.7%	2023-2024 Data: All Students 14.0% All English Learners: 14.4% All Foster Youth: 55.6% All Socioeconomically Disadvantaged 17.1% RED Indicators: ALL STUDENTS La Mesa 8.3%, Marina Vista 23% Monte Vista 9.8%	2024-2025 Data: All Students: 12.7% All English Learners: 9.8% All Foster Youth: 25% All Socioeconomically Disadvantaged: 15.3% RED Indicators: ALL STUDENTS La Mesa: 6.9%	To Achieve Green on the CA Dashboard, we will decrease our Chronic Absenteeism Rate to a status of 10 percent chronically absent. Minimum Aim to Make YELLOW ALL STUDENTS: La Mesa 11.1 (-9.0), Marina Vista 28% (-9.0),	All Students: -14.0 ALL English Learners: -18.5 All Foster Youth: -25.0 All Socioeconomically Disadvantaged: -16.5 Red Indicators ALL STUDENTS La Mesa: -13.2 Marina Vista: -16.8 Monte Vista: -15.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ord Terrace 27.3% HISPANIC La Mesa 31% Los Arboles Middle 36.8% Marina Vista Elementary 41.1% Monte Vista 29.7% Ord Terrace Elementary 25.4% HOMELESS YOUTH George C. Marshall Elementary 26.1% Los Arboles Middle 42.7%, Marina Vista Elementary 46.4% Martin Luther King 37.5% SOCIOECONOMICALLY DISADVANTAGED Ione Olson 42.8% La Mesa 29.3% Marina Vista 38.8% Monte Vista 36.8% Ord Terrace 27.5% Districtwide 31.8% ASIAN Ione Olson Elementary 27% [20.0] (7.0) ENGLISH LEARNER: La Mesa 30.6%	Ord Terrace 14.2% HISPANIC La Mesa 14.5% Los Arboles Middle 27.1% Marina Vista Elementary 24.7% Monte Vista 13.9% Ord Terrace Elementary 12% HOMELESS YOUTH George C. Marshall Elementary 18.4% Los Arboles Middle 32.6%, Marina Vista Elementary 32.1% Martin Luther King 21.4% SOCIOECONOMICALLY DISADVANTAGED Ione Olson 26.9% La Mesa 13.4% Marina Vista 25.8% Monte Vista 15.2% Ord Terrace 12.9% Districtwide 17.1% ASIAN	Marina Vista: 20.2% Monte Vista: 11.4% Ord Terrace: 12.1% HISPANIC La Mesa: 10% Los Arboles Middle: 29.4% Marina Vista Elementary: 23.2% Monte Vista: 17.5% Ord Terrace Elementary: 10.6% HOMELESS YOUTH George C. Marshall Elementary: 18.2% Los Arboles Middle: 32.6% Marina Vista Elementary: 18.3% Martin Luther King: 17.8% SOCIOECONOMICALLY DISADVANTAGED Ione Olson: 12% La Mesa: 10.4%	Monte Vista 17.7%(-9.0), Ord Terrace 18.3% (-9.0) HISPANIC La Mesa 22.0% (-9.0), Los Arboles Middle 27.8% (-9.0), Marina Vista Elementary 32.1% (-9.0), Monte Vista 20.7% (-9.0), Ord Terrace Elementary 16.4%(-9.0) HOMELESS YOUTH George C. Marshall 20.0% (-6.1), Los Arboles Middle 20.0% (-22.7), Marina Vista Elementary 20.0% (-26.4), Martin Luther King 28.5% (-9.0) SOCIOECONOMICALLY DISADVANTAGED	Ord Terrace: -15.2 HISPANIC La Mesa: -21.0 Los Arboles Middle: -7.4 Marina Vista Elementary: -17.9 Monte Vista: -12.2 Ord Terrace Elementary: -14.8 HOMELESS YOUTH George C. Marshall Elementary: -7.9 Los Arboles Middle: -10.1 Marina Vista Elementary: -28.1 Martin Luther King: -19.7 SOCIOECONOMICALLY DISADVANTAGED Ione Olson: -30.8 La Mesa: -18.9 Marina Vista: -16.2 Monte Vista: -21.5 Ord Terrace: -16.2 Districtwide: -16.5 ASIAN

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Los Arboles Middle 37.9% Monte Vista 34.1% PACIFIC ISLANDER: Districtwide 37.1% STUDENTS WITH DISABILITIES: Dual Language Academy of the Monterey Peninsula 27.5% Ione Olson Elementary 49.6% Los Arboles Middle 46% Marina Vista Elementary 46.3% Monte Vista 31.1% Ord Terrace Elementary 41.4% Seaside Middle 34.1% Districtwide 35.8% WHITE: Ione Olson 28.3% Marina Vista 30% Monte Vista 25.6% Districtwide 20.2%	Ione Olson Elementary 16.7% ENGLISH LEARNER: La Mesa 9% Los Arboles Middle 27.2% Monte Vista 12.9% PACIFIC ISLANDER: Districtwide 20.2% STUDENTS WITH DISABILITIES: Dual Language Academy of the Monterey Peninsula 10.2% Ione Olson Elementary 31.3% Los Arboles Middle 36.8% Marina Vista Elementary 25.9% Monte Vista 16.7% Ord Terrace Elementary 27.3% Seaside Middle 23.9% Districtwide 21.6% WHITE: Ione Olson 12.5% Marina Vista 22% Monte Vista 6.1%	Marina Vista: 22.6% Monte Vista: 15.3% Ord Terrace: 11.3% Districtwide: 15.3% ASIAN Ione Olson Elementary: 2.8% ENGLISH LEARNER: La Mesa: 6.1% Los Arboles Middle: 22% Monte Vista: 6% PACIFIC ISLANDER: Districtwide: 12.7% STUDENTS WITH DISABILITIES: Dual Language Academy of the Monterey Peninsula: 7.3% Ione Olson Elementary: 18.9% Los Arboles Middle: 38.3% Marina Vista Elementary: 25.2% Monte Vista: 14.6%	Ione Olson Elementary 33.8% (-9.0), La Mesa 20.3% (-9.0), Marina Vista 29.8% (-9.0), Monte Vista 27.8% (-9.0), Ord Terrace Elementary 18.5% (-9.0), Districtwide 22.8% (-9.0) ASIAN Ione Olson Elementary 20.0% (-7.0) ENGLISH LEARNER: La Mesa 21.6% (-9.0), Los Arboles Middle 20.0% (-17.9), Monte Vista 20.0% (-14.1) PACIFIC ISLANDER: Districtwide 20.0% (-17.1) STUDENTS WITH DISABILITIES:	Ione Olson Elementary: -24.2 ENGLISH LEARNERS (SITE) La Mesa: -24.5 Los Arboles Middle: -15.9 Monte Vista: -28.1 PACIFIC ISLANDER Districtwide: -24.4 STUDENTS WITH DISABILITIES Dual Language Academy: -20.2 Ione Olson Elementary: -30.7 Los Arboles Middle: -7.7 Marina Vista Elementary: -21.1 Monte Vista: -16.5 Ord Terrace Elementary: -19.4 Seaside Middle: -15.3 Districtwide: -20.5 WHITE Ione Olson: -21.2 Marina Vista: -20.7 Monte Vista: -19.2 Districtwide: -11.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Districtwide 8.8%	Ord Terrace Elementary: 22% Seaside Middle: 18.8% Districtwide: 15.3% WHITE: Ione Olson: 7.1% Marina Vista: 9.3% Monte Vista: 6.4% Districtwide: 8.5%	Dual Language Academy of the Monterey Peninsula 20.0% (-7.5), Ione Olson 20% (-29.6), Los Arboles Middle 20.0% (-26.0), Marina Vista 20.0% (-26.3), Monte Vista 20.0% (-11.1), Ord Terrace 20.0% (-21.4), Seaside Middle 20.0% (-34.1), Districtwide 26.8% (-9.0) WHITE: Ione Olson 20.0% (-18.3), Marina Vista 20.0% (-10.0), Monte Vista 16.6% (-9.0), Districtwide 11.2% (-9.0)	
5.4	Suspension Rate Source: California Dashboard	22-23 School Year Suspension rates is 3.7% English Learner Districtwide: 3.9% (9/13/24: Added per MCOE recommendation)	23-24 School Year Suspension rates is 3.6% English Learner Districtwide: 4.5% Red Indicators:	24-25 School Year Suspension rates is 3.1% English Learner Districtwide: 3.8% Red Indicators:	To Achieve Green on the CA Dashboard, we will decrease our Suspension Rate for all students, leading to a status of 2.8 percent	Districtwide Suspension Rate: -0.6 English Learner Districtwide: -0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Red Indicators: ALL STUDENTS Central Coast High 9.8% Los Arboles Middle 10.7% Marina High 7% Seaside High 7.1% HISPANIC Los Arboles Middle 10.6% Marina High 9.2% Seaside High 7.7% HOMELESS YOUTH Central Coast High 16.7% Los Arboles Middle 12.4% Marina High 12.1% Monterey High 8.2% Seaside High 8.5% Seaside Middle 11.5% Districtwide 5.5% SOCIOECONOMICALLY DISADVANTAGED La Mesa 3.9% Los Arboles Middle 11.4% Marina High 9.2% Seaside High 8% Seaside Middle 8.9% Districtwide 4.6%	ALL STUDENTS Central Coast High 24% Los Arboles Middle 8.4% Marina High 3.7% Seaside High 7.2% HISPANIC Los Arboles Middle 7.7% Marina High 3.4% Seaside High 6.9% Central Coast 26.5% (NEW: Central Coast was added this year) HOMELESS YOUTH Central Coast High 17.5% Los Arboles Middle 8.1% Marina High 3.8% Monterey High 2.8% Seaside High 8.4% Seaside Middle 15.4% Districtwide 5% SOCIOECONOMICALLY DISADVANTAGED	ALL STUDENTS Central Coast High: 14.3% Los Arboles Middle: 8.5% Marina High: 5.3% Seaside High: 4.4% HISPANIC Los Arboles Middle: 8.5% Marina High: 4.8% Seaside High: 4.2% Central Coast: 17.8% HOMELESS YOUTH Central Coast High: 13.3% Los Arboles Middle: 8% Marina High: 5.6% Monterey High: 3.1% Seaside High: 4.3% Seaside Middle: 9.4% Districtwide: 4% SOCIOECONOMICALLY DISADVANTAGED	suspended with a reduction of .9% Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High 8.9% (-0.9), Los Arboles Middle 9.8% (-0.9) Marina High 6.1% (-0.9), Seaside High 6.2% (-0.9) HISPANIC Los Arboles Middle 9.7% (-0.9), Marina High 8.3% (-0.9), Seaside High 6.8% (-0.9) HOMELESS YOUTH Central Coast High 10.0% (-6.7), Los Arboles Middle 12.4% [-11.5] (0.9), Marina High 10.0% (-2.1), Monterey High 7.3% (-0.9), Seaside High 7.6% (-0.9),	ALL STUDENTS Central Coast High: +4.5 Los Arboles Middle: -2.2 Marina High: -1.7 Seaside High: -2.7 HISPANIC Los Arboles Middle: -2.1 Marina High: -4.4 Seaside High: -3.5 Central Coast High: New Red Indicator HOMELESS YOUTH Central Coast High: -3.4 Los Arboles Middle: -4.4 Marina High: -6.5 Monterey High: -5.1 Seaside High: -4.2 Seaside Middle: -2.1 Districtwide: -1.5 SOCIOECONOMICALLY DISADVANTAGED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ENGLISH LEARNER Monterey High 12.3% Seaside High 10.7% Seaside Middle 9.9% STUDENTS WITH DISABILITIES Del Rey Woods Elementary 7.5% Los Arboles Middle 16.1% Marina High 12.1% Monte Vista 10.5% Monterey High 12.8% Seaside High 7.1% Districtwide 6.4% BLACK/AFRICAN AMERICAN Marina High 11.9% Seaside High 10.5% Districtwide 6.7% FOSTER YOUTH Districtwide 8.7%	La Mesa 2.8% Los Arboles Middle 8.3% Marina High 4.3% Seaside High 7.4% Seaside Middle 13% NEW Central Coast 25.2% Districtwide 4.3% ENGLISH LEARNER Monterey High 5.3% Seaside High 10.3% Seaside Middle 20% Central Coast 31.5% (NEW: Central Coast was added this year) STUDENTS WITH DISABILITIES Del Rey Woods Elementary 3% Los Arboles Middle 10.1% Marina High 6.3% Monte Vista 7.7% Monterey High 7.8% Seaside High 9.4% Districtwide 5.6%	La Mesa: 2.9% Los Arboles Middle: 10.5% Marina High: 5.5% Seaside High: 4.6% Seaside Middle: 8.4% Central Coast: 15.3% Districtwide: 3.8% ENGLISH LEARNER Monterey High: 4.4% Seaside High: 6.3% Seaside Middle: 10.6% Central Coast: 22.8% STUDENTS WITH DISABILITIES Del Rey Woods Elementary: 4.7% Los Arboles Middle: 14.6% Marina High: 9.9% Monte Vista: 3.4% Monterey High: 6.2% Seaside High: 5.4% Districtwide: 4.7%	Seaside Middle 10.4% (-0.9), Districtwide 4.6% (-0.9) SOCIOECONOMICALLY DISADVANTAGED La Mesa 3.0% (-0.9), Los Arboles Middle 10.5% (-0.9), Marina High 8.3% (-0.9), Seaside High 7.1% (-0.9), Seaside Middle 8.0% (-0.9), Districtwide 4.3% (-0.3) ENGLISH LEARNER Monterey High 10.0 % (-2.3), Seaside High 9.8% (-0.9), Seaside Middle 9.0% (-0.9) STUDENTS WITH DISABILITIES Del Rey Woods Elementary 6% (-1.5),	La Mesa: -1.0 Los Arboles Middle: -0.9 Marina High: -3.7 Seaside High: -3.4 Seaside Middle: -0.5 Central Coast High: New Red Indicator Districtwide: -0.8 ENGLISH LEARNER Monterey High: -7.9 Seaside High: -4.4 Seaside Middle: +0.7 Central Coast High: New Red Indicator Districtwide: -0.1 STUDENTS WITH DISABILITIES Del Rey Woods Elementary: -2.8 Los Arboles Middle: -1.5 Marina High: -2.2 Monte Vista: -7.1 Monterey High: -6.6 Seaside High: -1.7 Districtwide: -1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			BLACK/AFRICAN AMERICAN Marina High 12.5% Seaside High 20% Districtwide 8.9% FOSTER YOUTH Districtwide 9.4%	BLACK/AFRICAN AMERICAN Marina High: 11.3% Seaside High: 9.3% Districtwide: 6.7% FOSTER YOUTH Districtwide: 12.%	Los Arboles Middle 12.0% (-4.1), Marina High 10.0% (-2.1), Monte Vista 6% (-4.5), Monterey High 10% (-2.8), Seaside High 6.2% (-0.9), Districtwide 5.5% (-0.9) BLACK/AFRICAN AMERICAN Marina High 10% (-1.9) Seaside High 9.6% (-0.9), Districtwide 5.8% (-0.9) FOSTER YOUTH Districtwide 7.8% (-0.9)	BLACK/AFRICAN AMERICAN Marina High: -0.6 Seaside High: -1.2 Districtwide: 0.0 FOSTER YOUTH Districtwide: +3.3
5.5	Expulsion Rate Source: Internal	23-24 Data: .09% 9 Students	24-25 data: .07%	2025-2026: .05%	.03%	Difference: -0.04% (decrease)
5.6	Williams Facilities Inspections Source: Internal	2022-2023 Data Williams Facilities Inspections Exemplary: 0 Good: 16	2023-2024 Data Williams Facilities Inspections Inspections performed in July 2024 Exemplary: 0 Good: 16	2024-2025 Data Williams Facilities Inspections performed in May 2025 Exemplary: 0 Good: 15 Fair: 1	Facilities Rankings Exemplary: 0 Good: 16	Remained steady; one school (Marshall Elementary School) dropped into the Fair rating from the previous year in Good rating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Engage parents/guardians/families of students with exceptional needs	Participation in the annual Extended School Year stakeholder meeting: (percentage rate) Engage families in their annual IEP meeting: 100%	Participation in the annual Extended School Year stakeholder meeting: (percentage rate) Engage families in their annual IEP meeting: 100%	2025-2026 Engaged 100% of parents in annual IEP meetings. Held a town hall meeting to discuss the pathways to a diploma. Held a town hall meeting in association with Special Kids Connect and the SELPA.	Participation in the annual Extended School Year stakeholder meeting: (percentage rate) Engage families in their annual IEP meeting: 100%	Remained steady; no difference to report
5.8	Other Local Measures for school climate, Source: Local YouthTruth : Engage parents/guardians/families of English learners, foster youth, students experiencing homelessness, socioeconomically disadvantaged students	2023-2024 Data Parent Workshops Abriendo Puertas Program Fall 2023: 17 attendees; 13 completed Spring 2024: 5 attendees; cancelled due to low attendance Loving Solution Program Fall 2023: 17 attendees; 10 completed Spring 2024: 10 attendees	2024-2025 Data Parent Workshops Abriendo Puertas Program Fall 2024: 20 attendees; 18 completed Spring 2025: 31 attendees; 28 completed Loving Solution Program Fall 2024: 17 attendees; 10 completed Spring 2025: 10 attendees	2025-2026 This metric is no longer applicable as data is not available due to reduction in staffing. However, we still engaged families of our English Learners, Foster Youth and Socioeconomically Disadvantaged students via our YouthTruth Survey, District English Learner	Parent Workshops This metric is no longer applicable as data is not available due to reduction in staffing. However, we still engaged families of our English Learners, Foster Youth and Socioeconomically Disadvantaged students via our YouthTruth Survey, District English Learner	Difference This metric is no longer applicable as data is not available due to reduction in staffing. However, we still engaged families of our English Learners, Foster Youth and Socioeconomically Disadvantaged students via our YouthTruth Survey, District English Learner

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strengthening Families Program Fall 2023: 12 parents; 11 youth; 11 completed Cara 7 Carazon Program Fall 2023: 17 attendees; 11 completed Spring 2024: 8 attendees; 7 completed PIQE Signature Program Spring 2024: 14 English attendees, 16 Spanish attendees; 17 completed PIQE Family Bridge to College Fall 2023 (1): 44 English attendees; 100 Spanish attendees; 88 completed Fall 2023 (2): 25 English attendees; 120 Spanish attendees; 100 completed Spring 2024: 31 attendees; 44 Spanish attendees; 60 completed	Strengthening Families Program Fall 2024: 12 parents; 11 youth; 11 completed Cara 7 Carazon Program Fall 2024: Cancelled due to low participation Spring 2025: 15 attendees; in progress PIQE Signature Program Spring 2025: 5 English attendees, 44 Spanish attendees; 44 completed PIQE Family Bridge to College Fall 2024: 10 English attendees; 210 Spanish attendees; 200 completed Spring 2025: 19 attendees; 40 Spanish attendees; 50 completed	Advisory Committee meetings, English Learner Advisory Committee meetings, and districtwide community engagement meetings. School sites also held separate family engagement opportunities, such as math and reading nights.	Advisory Committee meetings, English Learner Advisory Committee meetings, and districtwide community engagement meetings. School sites also held separate family engagement opportunities, such as math and reading nights.	Advisory Committee meetings, English Learner Advisory Committee meetings, and districtwide community engagement meetings. School sites also held separate family engagement opportunities, such as math and reading nights.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PIQE Social Emotional Learning: In progress; TBD	PIQE Social Emotional Learning Fall 2024: 10 English; 40 Spanish; 40 completed Spring 2025: 10 English; 45 Spanish; still in progress Tucker the Turtle Spring 2025: 15 attendees; 13 completed Bullying Prevention Workshop Spring 2025: 15 Spanish attendees; 7 English attendees			

Goal Analysis [2025-26]

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

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

Overall, implementation of Actions 5.1 through 5.9 remained strong during the 2025 - 2026 school year. MPUSD continued prioritizing student wellness, engagement, safety, attendance, family partnerships, and access to comprehensive supports for English learners, foster youth, students experiencing homelessness, and students who are socioeconomically disadvantaged. While the overall direction of the work remained consistent, the district continued refining systems, strengthening partnerships, and responding to educational partner feedback and evolving student needs.

Successes and Challenges of Implementation

Action 5.1. MPUSD continued investing in comprehensive mental health supports across all grade spans to support student wellness and remove barriers to learning. This included mental health support staff at elementary schools, transitional kindergarten through 8th grade schools, middle schools, high schools, and alternative education settings. The district also maintained investments in social work and mental health therapy services to provide direct student and family support. Additional mental health staff were increased in LCAP due to the fact that a wellness grant ended and the district prioritized investment in this area. As student mental health and social-emotional needs continue to evolve, these supports remained a critical component of the district's multi-tiered system of supports framework. Implementation of this action remained strong throughout the year.

Action 5.2. The district continued strengthening its Multi-Tiered System of Supports (MTSS) framework to identify student needs and provide targeted interventions and services. Supports included assistance with food, clothing, shelter, transportation, case management, and access to school- and community-based resources for students and families experiencing hardship. MPUSD maintained investments in homeless and foster youth support services, community liaisons, middle school social work services, student resource centers at high schools, smaller school-site resource centers, and the district Family Resource Center. These coordinated efforts helped improve access to services and increase support for students experiencing homelessness, foster youth, English learners, and socioeconomically disadvantaged students. Implementation of this action remained substantially consistent with the plan throughout the year.

Action 5.3. MPUSD continued prioritizing social-emotional wellness and prevention supports through investments in staffing and districtwide systems designed to improve school climate, student engagement, and attendance outcomes. This included continued support for the Director of Multi-Tiered Systems of Support, Director of Prevention, Attendance and Safety, mental health clinicians, and PBIS implementation supports. The district continued refining attendance intervention systems and supports in response to ongoing chronic absenteeism challenges identified through Dashboard indicators and local data. Through collaboration with school sites and educational partners, the district continued strengthening prevention-focused and relationship-centered approaches to supporting students and families. Implementation of this action remained strong throughout the 2025 - 2026 school year.

Action 5.4. MPUSD continued its partnership with the National Center for Youth Law to strengthen district capacity and support services for students experiencing homelessness and foster youth. Over time, this partnership helped build internal systems, staff knowledge, and coordinated practices that increased the district's ability to identify student needs, provide appropriate interventions, and support educational stability for vulnerable student populations. This action continued to demonstrate effectiveness through improved coordination of services, increased access to supports for students and families, and continued progress related to attendance, engagement, and school stability outcomes for targeted student groups. At this time, the district will transition these supports internally as district staff continue building upon the systems, structures, and practices established through this partnership. The resources and supplies will remain, but move to a different action item in 2026 - 2027. Implementation of this action remained aligned with the plan.

Action 5.5. MPUSD continued investing in mental health, wellness, prevention, and restorative practices in response to ongoing educational partner feedback emphasizing the importance of student well-being and connectedness. The district maintained partnerships with community-based organizations and service providers supporting English learners, foster youth, students experiencing homelessness, and students who are socioeconomically disadvantaged. Supports included mental health services, Youth Mental Health First Aid, restorative practices, PBIS supports, student leadership opportunities, substance abuse prevention education, social-emotional learning curriculum

resources, and community-based counseling and wellness partnerships. These coordinated efforts continued supporting positive school climate initiatives and district efforts to reduce suspension rates and improve student engagement outcomes. Implementation of this action remained substantially consistent throughout the year.

Action 5.6. MPUSD continued investing in psychological services and special education-related mental health supports to ensure students received appropriate academic, behavioral, and social-emotional interventions and services. This action includes school psychologists and related supports that assist with student assessments, counseling services, behavior intervention planning, crisis response, and coordination of supports for students with disabilities and other high-needs student groups. During the 2026 - 2027 LCAP development process, this action and associated investments will be reorganized from Goal 1 into Goal 5 to better align all districtwide psychological, wellness, and student support services within a single goal focused on student engagement, wellness, and social-emotional supports. This adjustment was made for organizational alignment and transparency purposes and does not represent a reduction in services or supports for students. Implementation of this action remained substantially aligned with the plan throughout the year.

Action 5.7. MPUSD continued strengthening attendance and student engagement efforts through investments in attendance intervention staff, Everyday Labs communication supports, and proactive outreach strategies designed to improve student attendance and reduce chronic absenteeism. Additional supports included attendance and absenteeism clerks, short-term independent study supports, intervention attendance specialists, lead supervisory assistants, and health services support staff. Districtwide attendance awareness campaigns and targeted outreach efforts helped reinforce the importance of consistent school attendance and family engagement. During the 2025 - 2026 school year, many school sites experienced improvements in average daily attendance and reductions in chronic absenteeism rates, including among several student groups identified for additional support. The district will continue refining attendance systems and interventions to build upon this progress. Implementation of this action remained strong throughout the year.

Action 5.8. MPUSD continued prioritizing communication, transparency, and family engagement through investments in districtwide communication systems, multilingual outreach, website management, and family-friendly informational resources. Efforts included timely updates to district and school websites, coordination of district social media platforms, development of videos and informational materials, translation and interpretation services, and expanded use of ParentSquare to strengthen two-way communication with families and educational partners. During the 2025 - 2026 school year, the district also continued transitioning to Smart Sites powered by ParentSquare to improve accessibility, consistency, and transparency across district and school website. Implementation of this action remained substantially aligned with the plan throughout the year.

Action 5.9. MPUSD continued investing in educational partner engagement efforts and family partnership opportunities across the district. The district maintained centralized and school-based opportunities for families to participate in meetings, workshops, engagement events, and advisory groups supporting student success and district decision-making. Districtwide engagement efforts included events such as Back-to-School Bash, YouthTruth family data review opportunities, early childhood registration support events, District Advisory Committee meetings, District English Learner Advisory Committee meetings, and additional family engagement opportunities throughout the year. The district also continued investments in high school dean supports and family engagement initiatives. While the Parent Education Trainer position was eliminated, responsibilities and services were redistributed among district and site personnel to continue supporting family outreach and engagement efforts. This action was largely implemented as planned. (UPDATED 8/12/26: Analysis of the identified metrics demonstrates progress in the effectiveness of this action. Community surveying and engagement efforts continued to provide opportunities for families and educational partners to share feedback and inform district and school-level planning and decision-making. Attendance data

showed improvement, with increased overall student attendance and a reduction in chronic absenteeism, reflecting the district's continued focus on consistent attendance and family outreach. YouthTruth Survey results also demonstrated overall positive movement, with respondents generally rating their school and district experiences more favorably across multiple measures. Together, these indicators suggest continued progress in strengthening family and community engagement, student connection to school, and conditions that support regular attendance and student success.)

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

5.1 We added an 0.26 full-time equivalent position to help support students and Individualized Educational Plans (IEPs). (8/11/26: Updated - Actual expenses were $183,058 less than budgeted, or 91% of planned due to the fact that staff was able to maximize its efforts to support students.)
5.2 We hired a full-time McKinney Vento and Foster Youth: Housing Specialist.
5.3 We added an investment in a partnership with Critical Response Group for emergency mapping for safety and security at school sites and schoolwide PBIS training.
5.6 We added one full-time equivalent psychologist.
5.7 We added 1 full-time equivalent health assistant, a .25 full-time equivalent elementary assistant principal/program specialist, full-time equivalent lead elementary supervisory assistant, and reduced .19 full-time equivalent health coordinator.

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

Action 5.1 – Effective. MPUSD continued investments in school-based mental health support staff across elementary, middle, high school, and alternative education settings to support student wellness, engagement, and access to social-emotional supports. The District assessed the effectiveness of this action using multiple indicators of student engagement, school climate, and access to a safe and supportive learning environment, including attendance, chronic absenteeism, YouthTruth survey results, suspension and expulsion rates, and Williams facilities inspection results. The action continued to demonstrate effectiveness through improved attendance outcomes, reductions in chronic absenteeism, and positive trends in school connectedness and emotional support reflected in YouthTruth survey results. Suspension and expulsion rates remained relatively stable, with no significant increases or changes identified during the reporting period. These results, considered alongside attendance and student perception data, suggest that student engagement and behavioral outcomes remained generally consistent while the District continued providing expanded mental health and social-emotional supports. Williams facilities inspection results also remained stable, with no significant changes or excessive findings identified, indicating that students continued to have access to appropriately maintained learning environments. While student perceptions of safety remain an area of focus at the secondary level, the District's review of these multiple measures indicates that continued investment in school-based mental health supports is contributing to student well-being, engagement, and supportive school environments. The District will continue monitoring suspension and expulsion trends, facilities conditions, attendance, chronic absenteeism, and student perception data to identify areas for improvement and guide future implementation of this action.

Action 5.2 – Effective. MPUSD continued investments in student and family resource centers, transportation supports, community liaisons, and targeted services for students experiencing homelessness and foster youth. Through its Multi-Tiered System of Supports framework, the District continued addressing barriers related to housing instability, basic needs, transportation, school access, and other factors that may

impact educational stability. The District assessed the effectiveness of this action using multiple indicators, including attendance, chronic absenteeism, suspension and expulsion rates, Williams facilities inspection results, and access to wraparound supports and case management services. The action continued to demonstrate effectiveness through improved attendance rates, reductions in chronic absenteeism among targeted student groups, and continued access to wraparound supports and case management services. Suspension and expulsion rates remained relatively stable, with no significant increases or changes identified during the reporting period. These results, considered alongside improved attendance and chronic absenteeism outcomes, indicate that student engagement and behavioral outcomes remained generally consistent as the District continued providing targeted supports designed to reduce barriers to school participation and success. Williams facilities inspection results also remained stable, with no significant changes or excessive findings identified, indicating that students continued to have access to appropriately maintained learning environments. Overall, the District's review of these measures indicates that coordinated student and family supports continue to strengthen educational stability, access, and engagement, particularly for students experiencing homelessness, foster youth, and other students facing barriers to consistent school participation. The District will continue monitoring attendance, chronic absenteeism, suspension and expulsion rates, facilities conditions, and access to support services to identify areas of need and guide future implementation of this action.

Action 5.3 - Effective. MPUSD continued investments in districtwide leadership and prevention-focused systems supporting student wellness, attendance, safety, and Multi-Tiered Systems of Supports implementation. These efforts included continued support for mental health, prevention, attendance, and behavioral intervention systems. This action continued to demonstrate effectiveness through improvements in attendance, chronic absenteeism, and reductions in suspension and expulsion rates. YouthTruth survey results also reflected continued positive trends related to emotional support and student connectedness. The district will continue refining school climate and prevention strategies, particularly at the secondary level.

Action 5.4 – Effective. MPUSD continued its partnership to strengthen supports and services for students experiencing homelessness and foster youth. This partnership continued providing consultation, advocacy, and systems-level guidance to improve educational access and stability for vulnerable student groups. The District assessed the effectiveness of this action using multiple indicators of student engagement and school experience, including attendance, chronic absenteeism, suspension and expulsion rates, YouthTruth survey data, and access to coordinated support services. This action continued to demonstrate effectiveness through improved attendance outcomes, reductions in chronic absenteeism, and increased access to coordinated support services for students and families. Suspension and expulsion rates remained relatively stable, with no significant increases or changes identified during the reporting period. These results, considered alongside improvements in attendance and chronic absenteeism, indicate generally stable behavioral and engagement outcomes as the District continued strengthening supports for students experiencing homelessness and foster youth. YouthTruth survey data also provided important information regarding students' experiences with school connectedness, emotional support, engagement, and safety. Overall, positive trends in school connectedness and emotional support suggest that students continue to benefit from supportive school environments and relationships with adults. Student perceptions of safety, particularly at the secondary level, remain an area for continued focus and improvement. While YouthTruth data reflect broader student perceptions and are considered alongside other measures, the results help inform the District's ongoing efforts to ensure students experiencing homelessness and foster youth have access to supportive, inclusive, and responsive school environments.

Overall, the District's review of these measures indicates that the partnership continues to strengthen educational access, stability, and coordinated supports for students experiencing homelessness and foster youth. The District will continue monitoring attendance, chronic

absenteeism, suspension and expulsion rates, YouthTruth results, and access to support services to identify areas of need and guide future implementation of this action.

Action 5.5 - Effective. MPUSD continued partnerships with community-based organizations and service providers to support student mental health, restorative practices, social-emotional wellness, substance abuse prevention, and youth leadership development. These supports remained focused on increasing access to preventative and responsive services for English learners, foster youth, students experiencing homelessness, and socioeconomically disadvantaged students. This action continued to demonstrate effectiveness through improved student engagement, reductions in suspension and expulsion rates across many student groups, and positive trends related to school connectedness and wellness. While some student groups continue to require targeted support, the district believes these partnerships remain an important component of its student wellness system. Specifically, actions 1.1, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 5.3, 5.4, 5.7 are metrics identified in the LREBG to measure effectiveness.

Action 5.6 - Effective. MPUSD continued prioritizing investments in school psychologists and mental health-related supports to strengthen student wellness, behavioral interventions, special education services, and school climate efforts. During the 2025–2026 cycle, this action was reorganized from Goal 1 into Goal 5 to better align districtwide mental health and student wellness supports within a single goal area. This action continued to demonstrate effectiveness through improved attendance outcomes, reductions in chronic absenteeism and exclusionary discipline, including suspension and expulsion, and increased access to social-emotional and behavioral interventions for students. The district believes continued investment in school psychologists remains critical to supporting student engagement and well-being.

Action 5.7 - Effective. MPUSD continued strengthening attendance improvement efforts through investments in attendance intervention staff, Everyday Labs communication supports, and proactive family outreach strategies with the use of ParentSquare, Peachjar flyer system, Edlio and ParentSquare SmartSites website, and social media platforms (Instagram, Facebook, TikTok, X, YouTube, LinkedIn). Additional staffing and intervention supports continued helping schools identify barriers to attendance and reconnect students to school. This action continued to demonstrate effectiveness through districtwide improvements in attendance rates and reductions in chronic absenteeism across multiple student groups and school sites. The district will continue refining attendance systems and targeted interventions to build upon this progress.

Action 5.8 – Effective. MPUSD continued investments in communication systems, multilingual outreach, and family engagement efforts designed to increase transparency and improve access to district and school information. Efforts included website management, ParentSquare communication tools, social media outreach, translation services, and family-friendly informational materials. The District assessed the effectiveness of these efforts through ParentSquare reach and deliverability data, family contactability, digital and social media engagement, audience growth, and family perception data. Communication engagement metrics demonstrate strong and expanding reach across multiple platforms. From January through May 2026, MPUSD generated nearly 3.93 million social media impressions, 137,878 engagements, and more than 856,000 video views across district social media channels. The District’s social media audience also grew by more than 1,000 followers, with particularly strong growth across Instagram, TikTok, Facebook, and YouTube. These results demonstrate continued growth in the District’s ability to reach families, staff, students, and the broader community with timely information and district and school stories. ParentSquare data also demonstrate strong communication access and deliverability. Approximately 95.3% of MPUSD families remained contactable, and parent accounts increased from 10,878 to 10,894 despite a slight decline in enrollment. The number of students without contact information improved from 391 to 298. Email remained the District’s most effective communication channel, while ParentSquare app adoption and engagement continued to grow and text participation remained steady districtwide. These metrics indicate

that the District is maintaining broad and reliable access to families while continuing to expand opportunities for engagement across communication channels. During the 2025 - 2026 school year, the District also continued transitioning to Smart Sites powered by ParentSquare to improve consistency, accessibility, and integration across district and school websites. Overall, communication reach, engagement, deliverability, and contactability data indicate that the District's continued investment in communication systems and outreach is effectively strengthening access to information and family and community engagement. The District will continue monitoring these metrics and expanding multilingual, accessible communication strategies to further strengthen engagement.

Action 5.9 - Effective. MPUSD continued investments in districtwide family engagement opportunities, workshops, advisory meetings, and outreach efforts designed to strengthen school-family partnerships and increase participation across school communities. This action demonstrated continued progress through increased family outreach opportunities and positive trends related to communication and engagement. Educational partner feedback and participation data also identified the need for stronger site-based engagement systems and more localized outreach strategies. As a result, the district will continue refining implementation through expanded school-site engagement efforts and differentiated supports designed to improve accessibility and participation across all school communities.

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

Action 5.1: Additional mental health staff were increased in LCAP due to the fact that a wellness grant ended and the district prioritized investment to action 5.1.
Action 5.2: There were no significant changes made to action 5.2.
Action 5.3: Increased a mental health clinician (0.4672 FTE) in LCAP due to the fact that a wellness grant ended.
Action 5.4: This action was eliminated as we ended a contract with National Center for Youth Law.
Action 5.5: There were no significant changes made to action 5.5, but it becomes action 5.4 due to the elimination of the one above.
Action 5.6: This action becomes 5.5. Changes Made for the Coming Year. This strategy was in Goal 1 and moved to the new Goal 5.5. During the 2026 - 2027 LCAP development process, this action and associated investments were reorganized from Goal 1 into Goal 5 to better align all districtwide psychological, wellness, and student support services within a single goal focused on student engagement, wellness, and social-emotional supports. This adjustment was made for organizational alignment and transparency purposes and does not represent a reduction in services or supports for students.
Action 5.7: This action becomes 5.6. Increased one health assistant and a lead supervisory assistant, increased elementary assistant principal 0.25 to LCAP investment due to the wellness grant ending.
Action 5.8: This action becomes 5.7 and there were no significant changes made.
Action 5.9: This action becomes 5.8 and the parent education educator is being funded out of a different funding source.

NOTE updated 8/12/26: Action 5.9 is no longer included as a separate action in the LCAP because the Parent Education Trainer position associated with this action was eliminated as part of district staffing and resource adjustments. With the removal of this action, the remaining actions were renumbered for the subsequent LCAP year. Former Action 5.8 became Action 5.7, and former Action 5.9 became Action 5.8. While the dedicated Parent Education Trainer position was eliminated, family engagement and parent education efforts continue to be supported through existing district and school-site staff and incorporated into broader family and community engagement activities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health Support: TK-12	Aligned with educational partners feedback and input, MPUSD is investing in mental health support at all levels in the system to support English learners, foster youth, and students who are experiencing homelessness or who are socioeconomically disadvantaged. This includes: Elementary Mental Health Support Staff, Middle Mental Health Support Staff, High School Mental Health Support Staff, Central Coast High School Mental Health Support Staff, IEP Mental Health Staff	$2,757,361.13	Yes
5.2	Foster Youth and Students Experiencing homelessness: TK-12	Aligned with educational partners feedback and input, MPUSD will continue its investment in its Resource Centers and transportation costs to support students experiencing homelessness and/or foster youth under the McKinney Vento and Foster Youth Act. This includes: McKinney Vento and Foster Youth Elementary Homeless Liaison, McKinney Vento and Foster Youth Housing Specialist, and McKinney Vento and Foster Youth Middle School Social Worker; homeless supplies to support students and families. This goal also specifically invests in a McKinney Vento and Foster Youth elementary Homeless liaison, housing specialist, middle school social worker. Community liaison leaders focused on students experiencing homelessness and issues, resource centers, and transportation for students.	$278,049.83	Yes
5.3	Multi-Tiered Systems of Support: TK-12	Aligned with educational partners feedback and input, MPUSD will continue its investment in social and emotional support as it was a top priority. Accordingly the district will invest in various positions to continue supporting districtwide efforts to address mental health and social and emotional issues. This goal includes the investment of Mental Health Clinicians, Director of Multi-Tiered Systems of Support, Director of Prevention, Attendance and Safety, EduClimber, PBIS stipends, and SWPBIS professional development. This action addresses the Red	$981,667.45	Yes

Action #	Title	Description	Total Funds	Contributing
		Indicators on the Dashboard for Chronic Absenteeism identified in Metric 5.3.		
5.4	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Aligned with educational partners feedback and input, MPUSD is investing in mental health and social and emotional health as this continues to be at the forefront of educational partners minds. Accordingly, the district will contract with community partners to provide services to support English learners, foster youth and students who are socio-economically disadvantaged. This supports lowering suspension rates for all Red Indicators, listed above. Investment may include partnerships with organizations, such as: partnerships and supports for social-emotional and mental health, including LGBTQ supports, Mind/Body stipends, Homeless Conference participation, Triadic Clinical Supervision, Community Human Services, Navigate360, EduClimber training, SchoolStatus Parent-Behavior Alert, Village Project, Committee for Children Second Step, Open Parachute, memberships, Equine Healing, supplies, and additional MTSS support.	$241,858.39	Yes
5.5	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Aligned with educational partners feedback and input, MPUSD will continue to focus on mental health issues. Based on what partners prioritized, the district will invest in Psychologists, temporary time, supplies, conferences, and contracted services. To ensure equitable academic access and improve outcomes for students with disabilities, MPUSD will increase planning time and provide stipends to special education teachers, hire additional school psychologists. Educational partners emphasized the need for stronger academic and socioemotional supports for students with exceptional needs, particularly in mathematics. These investments will strengthen inclusive practices and ensure students with disabilities receive timely academic interventions and mental health services aligned with their Individualized Education Programs (IEPs) to support Career and College success. Research shows that mental health services improve emotional regulation, reduce isolation, and enhance academic performance, while staffing supports strengthen inclusive practices and college and career readiness. Metrics being used to monitor the action: 1.1, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 5.3, 5.4, 5.7	$2,162,366.83	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: $936,102.86 for school year 2026-27. This action addresses RED indicators for students with disabilities in all Dashboard areas across multiple school sites.		
5.6	Attendance: Transitional Kindergarten - 12	The district has struggled with engaging students to attend school. Aligned with educational partners feedback and input, it will continue its efforts, including investing in Attendance and Absenteeism Clerks, Health Assistants, Lead Elementary Supervisory Assistants, Seaside High School and Marina High Lead Safety Officers, Seaside High School Campus Monitor, Elementary Assistant Principals and Program Specialists, Saturday Academy.	$3,882,812.46	Yes
5.7	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Aligned with educational partners feedback and input, transparency and effective communications continues to be a priority. Investments include: Communications Specialist support and transparency and engagement efforts, including promotional advertising, document translation services, document tracking, website services, print projects, LCAP infographics, community engagement activities, radio sports broadcasts, ParentSquare, back-to-school outreach, professional memberships and conferences, supplies, and Town Hall and Board Meeting support.	$421,421.93	Yes
5.8	Parent engagement: Transitional Kindergarten - 12	Aligned with educational partners feedback and input parent engagement continues to be a priority, the district will invest in parent education providers, partnerships, trainings, EWRs and supplies, DELAC support, and High School Deans of School Climate.	$278,745.19	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA CAASPP scores CA School Dashboard ELA Distance from Standard (DFS)	Student point distance from standard on the 2023 Dashboard ALL Students Central Coast High - 206.9 Hispanic	Student point distance from standard on the 2024 Dashboard ALL Students Central Coast High -245 Hispanic	Student point distance from standard on the 2025 Dashboard ALL Students Central Coast High -197.1 Hispanic	ALL Students Central Coast High -45.0 (+161.9) Hispanic Central Coast High -45.0 (+163.9) SED	ALL Students: 9.8 Hispanic: 4.1 SED: 6.3 EL - NEW: 44.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Central Coast High -208.9 SED Central Coast High -203.4	Central Coast High -267.9 SED Central Coast High -250 EL - NEW Central Coast High -260.2	Central Coast High -204.8 SED Central Coast High -197.1 EL - NEW Central Coast High -215.6	Central Coast High -45.0] (+158.4)	
6.2	Math CAASPP scores CA School Dashboard Math Distance from Standard (DFS)	Student point distance from standard on the 2023 Dashboard: Central Coast All Students -258.5 Hispanic -261.8 SED 258.6	Student point distance from standard on the 2024 Dashboard: Central Coast All Students -292.3 Hispanic -308.8 SED -298.9	Student point distance from standard on the 2025 Dashboard: All Students -255 Hispanic -264.5 SED -255	To achieve Yellow on the CA Dashboard, Math scores for all will increase to -45 points from standard below standard. All Students -45 Hispanic -45 SED -45	All Students 3.4 Hispanic -2.7 SED 3.6
6.3	English Learner Progress Indicator: CA School Dashboard	2023 Central Coast All Students 29.1%	2024 Central Coast All students 2.8%	2025 Central Coast All students 37.1%	To Achieve Green on the CA Dashboard, we will increase our English Learner Progress Indicator for all students to a status of 52.4%	All students +8%
6.4	Suspension rate: CA School Dashboard	Red based on California Dashboard Central Coast All Students 9.8% English Learner 10% LTEL 7.1% Hispanic 9.8%	Red based on California Dashboard Central Coast All Students 24% English Learner 31.5%	Red based on California Dashboard Central Coast All Students 14.3% English Learner 22.8%	Minimum Aim to Make YELLOW ALL STUDENTS Central Coast High 8.9% All Students 8.9%	All Students +4.5 English Learner +12.8% LTEL +15.5% Hispanic +8% Homeless -3.4% SED +6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 17% SED - 9.6%	LTEL 35.4% Hispanic 26.5% Homeless 17.5% SED 25.2%	LTEL 22.6% Hispanic 17.8% Homeless 13.3% SED 15.3%	English Learner 8.9% LTEL 8.9% Hispanic 8.9% Homeless 8.9% SED 8.9%	
6.5	Career and College Readiness: CA School Dashboard			Red Based on California Dashboard: Central Coast All students 2.3% Hispanic 0% SED 2.3%	All Students 10% Hispanic 10% SED 10%	All Students -1.4% Hispanic -4.4% SED -1.5% Calculated from baseline in 2023-2024.

Goal Analysis [2025-26]

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

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

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

Overall implementation of Goal 6 Actions 6.1 and 6.2 proceeded substantially as planned, with continued focus on strengthening academic intervention, college and career readiness, and student support systems at Central Coast High School (CCHS) and Community Day School (CDS). Planned actions included targeted intervention staffing, community liaison support, academic intervention services, career and college readiness supports, work-based learning opportunities, and expanded partnerships designed to improve outcomes for students served through alternative education settings.

Several implementation refinements occurred throughout the year in response to staffing needs, grant funding adjustments, and evolving student support priorities. Under Action 6.1, additional supports were funded through CSI and LCFF Equity Multiplier resources to maintain intervention staffing and strengthen wraparound services for students. Academic intervention staffing and prep buyout support were expanded to increase instructional intervention capacity at CCHS and CDS. Literacy intervention materials, project-based learning resources, and expanded student support services were also implemented to strengthen engagement and academic recovery efforts.

Implementation successes included expanded academic intervention supports, increased coordination between community liaison and counseling services, continued implementation of work-based learning opportunities, and strengthened partnerships supporting college and career readiness pathways. Students continued to receive targeted supports through intervention classes, career technical education

pathways, literacy projects, and community-connected learning experiences. Additional staffing and funding supports helped sustain services for students identified through CSI and Equity Multiplier designations.

Challenges included staffing vacancies in specialized support positions, balancing multiple funding sources to sustain programming, and addressing the complex academic, attendance, behavioral, and social-emotional needs of students served in alternative education settings. Despite these challenges, the district continued refining intervention systems and strengthening coordinated supports to improve student engagement, academic progress, and postsecondary readiness outcomes for students at CCHS and CDS.

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

Action 6.1: Estimated actual expenditures differed from budgeted expenditures due to adjustments in staffing allocations and the use of supplemental CSI and LCFF Equity Multiplier funding sources to support implementation. Small Group Intervention teacher expenditures increased slightly from the budgeted $123,386.30 to $126,256.23. CDS Accelerated Learning Specialist expenditures increased from $48,607.09 to $66,460.27 due to staffing support funded through LCFF Equity Multiplier resources after a vacancy at CCHS.

CCHS CCSPP Coordinator expenditures were lower than originally budgeted, decreasing from $117,153.51 to $72,316.00 due to CSI-funded staffing adjustments. CSI grant-funded intervention and enrichment supports increased from $56,083.41 to $92,859.17 to expand academic intervention, pathway programming, and student support services. Academic Intervention Teacher and prep buyout expenditures increased from $127,962.69 to $159,799.74 due to expanded intervention staffing supported through a combination of CSI and LCFF Equity Multiplier funding.

Additional expenditures supported community liaison services, literacy project resources, intervention materials, and expanded student academic supports aligned to Equity Multiplier implementation priorities.

Action 6.2: Estimated actual expenditures for work-based learning and counseling supports remained substantially aligned with the original budget. Minor expenditure differences reflected routine staffing and salary adjustments. Work-Based Learning Specialist expenditures decreased slightly from $35,630.59 to $34,774.82, while counselor and career college specialist expenditures remained closely aligned to planned implementation and staffing allocations.

Overall, material expenditure differences reflected the district’s efforts to maximize supplemental grant funding, sustain intervention and student support services, and adjust staffing allocations to meet the evolving needs of students enrolled at CCHS and CDS.

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

Action 6.1 Effective: ELA Intervention Support: Metric 6.1, the CA School Dashboard ELA Distance from Standard (DFS) indicator for Central Coast High School, demonstrated measurable improvement across multiple student groups. The distance from standard for All Students improved from -206.9 to -197.1, representing a positive gain of +9.8 points. Hispanic students improved by +4.1 points, and socioeconomically disadvantaged students improved by +6.3 points. Most notably, English Learner newcomer students demonstrated substantial improvement, increasing by +44.6 points. These results indicate that the district’s investments in intervention staffing, literacy support, culturally relevant instructional materials, and targeted academic recovery supports contributed to improved literacy outcomes for

students served at Central Coast High School. Expanded intervention staffing, literacy projects, academic intervention classes, and coordinated student supports strengthened opportunities for students requiring intensive academic assistance. The district also increased alignment between intervention supports, counseling services, and community-based supports to better address barriers impacting student learning and engagement. While overall performance levels remain below the district's long-term targets, the positive movement across student groups demonstrates that the interventions and supports implemented through Action 6.1 are beginning to improve literacy outcomes and narrow achievement gaps for historically underserved students.

Central Coast High School serves students who have become disengaged from traditional school settings and enter with significant credit deficiencies, often below a 2.0 GPA and behind in meeting graduation requirements. The school's primary mission is to reengage students, accelerate credit recovery, and support successful graduation within a limited timeframe. While California Dashboard indicators compare Central Coast High School to comprehensive high schools rather than through an alternative school accountability model, the district recognizes the unique needs of this student population. Despite students entering significantly behind academically, the school continues to make meaningful progress in accelerating learning, increasing graduation outcomes, and supporting students in making substantial academic gains toward graduation and postsecondary readiness (Metric 6.5).

Action 6.2 Effective: Work-Based Learning and College/Career Readiness Supports: This action effectively strengthened student engagement, relevance, and college and career readiness opportunities through work-based learning, counseling support, and expanded pathway experiences at Central Coast High School and Community Day School. District investments in Work-Based Learning coordination, counseling services, and career and college readiness supports helped increase opportunities for students to connect academic learning to real-world experiences and postsecondary pathways. Metric 6.2, the CA School Dashboard Mathematics Distance from Standard indicator, demonstrated improvement for multiple student groups. All Students improved by +3.4 points, and socioeconomically disadvantaged students improved by +3.6 points. While Hispanic students continued to demonstrate performance challenges, the district saw overall stabilization and improvement trends connected to increased intervention supports and engagement strategies. Additional indicators also reflected positive outcomes connected to Goal 6 implementation. Metric 6.3, the English Learner Progress Indicator, increased from 29.1% to 37.1%, representing an overall increase of +8 percentage points. Metric 6.4, suspension rates, improved for multiple student groups, including a reduction of -3.4% for students experiencing homelessness. These improvements suggest that expanded academic intervention, work-based learning opportunities, counseling supports, and coordinated student services contributed to improved student engagement, connection, and school participation. Although challenges remain in accelerating academic achievement, fully closing subgroup gaps, and increasing College and Career Indicators (Metric 6.5) the district's coordinated alternative education supports, intervention systems, and work-based learning opportunities demonstrated effectiveness in improving student outcomes and strengthening engagement for students served at Central Coast High School and Community Day School.

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

Metrics - Added new red indicators due to CCHS being an equity multiplier school. This included Metric 6.5 for College and Career Indicators.

Action 6.1 – Ongoing Support for ELA

Based on implementation review and site feedback, Action 6.1 was expanded to include additional staffing and supports to meet the high level of need among students at Equity Multiplier sites. For 2026-27, the district continue hiring a 1.0 FTE CCHS and CDS Academic Intervention Teacher and a 0.5537 FTE Prep Buyout at Central Coast High School and Community Day Schools to provide intensive literacy support and small group intervention. A 0.41 FTE CCSPP Coordinator position was also introduced to support alignment between academic interventions and whole-child strategies under the Community Schools framework. Additionally, MPUSD entered into a contract with the Literacy Project to provide books and project-based literacy supplies that reflect student backgrounds and interests, responding directly to partner feedback for more culturally diverse reading materials. These updates build on the original action's design by deepening intervention capacity and integrating supports across systems.

Action 6.2 – Integrating Work-Based Learning
In response to limited implementation and staffing delays in the prior year, Action 6.2 was expanded for 2026-27 to ensure fuller impact and coherence with college and career readiness goals. To strengthen student connection to academic and postsecondary pathways, the district continue hiring a 0.5 FTE Career and College Specialist at Central Coast High School and CDS. This role provides targeted support in translating WBL experiences into ELA skill development and clarifying postsecondary goals. These changes reflect a stronger alignment between literacy development, student engagement, and future-readiness for historically underserved students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Ongoing Support for ELA	To address literacy gaps among students at Equity Multiplier sites, MPUSD will continue to invest in intensive academic interventions and culturally relevant resources. For 2026-27, staffing will include a Small Group Intervention Prep buyout, a 1.0 FTE Academic Intervention Teacher. These educators will provide focused instruction for all students, particularly low-income and Hispanic youth. In addition, MPUSD will purchase culturally diverse reading materials and contract with the Literacy Project to provide high-interest literacy supports aligned to site instructional strategies. Coordination and system coherence will be further supported through a 1.0 FTE CCSPP (Community Schools) Coordinator who will align academic interventions with student wellness strategies. This action is supported by the LCFF Equity Multiplier (0.41 FTE) and CCSPP funding (0.59 FTE), and is designed to support site-based implementation needs, including classified overtime, conference attendance, and shuttle access for students participating in extended day or intervention services.	$237,757.21	No

Action #	Title	Description	Total Funds	Contributing
		This supports the Red Indicator for CCI, Central Coast High (All Students, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged) as well as ELPI.		
6.2	Integrating Work-Based Learning (WBL) opportunities and utilizing a dedicated Work-Based Learning Specialist	To ensure wraparound support and transition readiness, the district will also fund a 0.5 FTE Career and College Specialist at Central Coast High School. This position will help students connect academic progress to postsecondary options and provide individualized support for underserved students navigating graduation and career pathways. This supports addressing Reds for Central Coast in Math (Hispanic, SED) & Suspension (Susp All students, EL, Hispanic, Homeless, SED, LTEL).	$65,264.36	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$23,934,242	$2,188,800

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
22.405%	0.000%	$0.00	22.405%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Middle School Enrichment: 7-8 **Need:** Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students	Achievement Gaps: *Middle School Counselor Over Ratio and Counselor on Special Assignment: Lowering the counselor-to-student ratio ensures more personalized support for all students, including those struggling academically. Counselors can identify and address specific barriers to learning faced by EL, foster youth, and SED students.	Student Achievement: Monitor changes in standardized and diagnostic test scores and CAASPP (considering limitations for ELL students) to assess impacts.

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

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

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
		organize college visits and career fairs, exposing students to diverse opportunities. International Baccalaureate Program Specialist: This role oversees the implementation of the IB program, which offers a challenging and globally recognized curriculum. Implementing this allows students across the district including our low income students to access this program if they desire a more rigorous and internationally-focused educational experience. We are offering this LEA-wide to provide support to any student who needs access to more opportunities to meet Graduation and A-G requirements.	
1.3	**Action:** Alternative Education: 7-12 **Need:** CENTRAL COAST ELA Distance from Standard (Red Indicator on Dashboard) All Students: -206.9, Hispanic: -208.9, Socioeconomically Disadvantaged: -203.4, MATH Distance from Standard (Red Indicator on Dashboard) All Students -258.4 Hispanic -261.8 Socioeconomically Disadvantaged -258.6 To keep the Four-Year Adjusted Cohort Graduation Rate high - 97.3%	The design of this action is to provide support for a more personalized experience so that students have clearer pathways to graduation. This is provided schoolwide to support any students who are struggling to graduate.	We will monitor increase of distance from the standard for ELA and Math as well as Graduation Rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.4	**Action:** Visual and Performing Arts **Need:** Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students and the overall student body. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement. Social-Emotional Learning (SEL): There is a need for programs that support the social-emotional development of all students, particularly in areas of engagement, culture, belonging, relationships, student motivation, and emotional and mental health. **Scope:** LEA-wide	Hiring qualified art, and music teachers and a Visual and Performing Arts (VPA) Coordinator will allow for the implementation and expansion of high-quality VAPA programs. English Language Learners (ELL): Integrating visual and performing arts can enhance language acquisition and communication skills. Foster Youth: VAPA programs can provide a safe space for self-expression and emotional exploration. Socioeconomically Disadvantaged Students: Equitable access to VAPA programs can enrich experiences and potentially improve academic performance. This LEA VAPA program is provided to ensure all students, regardless of their school location or socioeconomic background, have the opportunity to participate in arts education.	Student Achievement: Monitor changes in standardized and diagnostic test scores(considering limitations for ELL students) to assess potential spillover effects. Engagement: Track participation rates in VAPA programs, specifically for target student groups. Monitor attendance rates and conduct surveys to gauge student enjoyment and the perceived impact of VAPA programs. Social-Emotional Development: Utilize YouthTruth and focus groups to assess student self-reported improvements in engagement, culture, belonging, relationships, student motivation, and emotional and mental health.
1.5	**Action:** Athletics, Activities, Co-Curricular Activities: TK-12	English Language Learners (ELL):	Student Achievement: Monitor changes in standardized and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Achievement Gaps: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students and the overall student body. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement. Social-Emotional Learning (SEL): There is a need for programs that support the social-emotional development of all students, particularly in areas of engagement, culture, belonging, relationships, student motivation, and emotional and mental health. **Scope:** LEA-wide	Enhancing Athletics, Activities, and Co-Curricular Activities can enhance language acquisition and communication skills. Foster Youth: Athletics, Activities, and Co-Curricular Activities programs can provide a safe space for self-expression and emotional exploration. Socioeconomically Disadvantaged Students: Equitable access to Athletics, Activities, and Co-Curricular Activities programs can enrich experiences and potentially improve academic performance. A district-wide Athletics, Activities and Co-Curricular Activities access ensures all students, regardless of their school location or socioeconomic background, have the opportunity to participate in Athletics, Activities and Co-Curricular Activities.	diagnostic test scores(considering limitations for ELL students) to assess potential spillover effects. Engagement: Monitor attendance rates and conduct surveys to gauge student enjoyment and the perceived impact of opportunities to participate Social-Emotional Development: Utilize YouthTruth and focus groups to assess student self-reported improvements in engagement, culture, belonging, relationships, student motivation, and emotional and mental health.
1.6	**Action:** New Teacher Development: TK-12 **Need:** Student Achievement: Data shows achievement gaps in English Language Arts and Math between English Learner (EL) students, foster youth, and socioeconomically disadvantaged students, and the overall student body.	Creating a supportive environment for new teachers through mentorship programs and dedicated professional development opportunities. Offering financial incentives like tuition reimbursement and housing stipends to attract a wider pool of qualified candidates. Expanding recruitment efforts beyond the local area to increase the likelihood of finding diverse teachers.	Student Achievement: Monitor changes in standardized and diagnostic test scores(considering limitations for ELL students) to assess potential spillover effects. Teacher Retention Rates: Monitor the percentage and # w/ full credentials,

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
	Teacher Recruitment and Retention: Difficulty attracting and retaining high-quality, diverse teachers is a critical challenge facing the district. This can lead to teacher shortages and ultimately, hinder student achievement. **Scope:** LEA-wide	Providing substitute coverage to allow experienced teachers to mentor new teachers without sacrificing instructional time. A district-wide approach to new teacher development ensures all students, regardless of their school location or socioeconomic background, have the opportunity to have high-quality teachers.	w/o full credentials, misassignments, and vacancies.
2.1	**Action:** Early Literacy: TK-8 **Need:** Early Literacy Achievement: Data shows a need to improve early literacy achievement, particularly for English Learners (EL), foster youth, and socioeconomically disadvantaged students. These student groups may face challenges in acquiring foundational reading and writing skills. Quality Early Learning: There is a need to expand access to high-quality, developmentally appropriate early learning experiences, particularly in Transitional Kindergarten (TK) and Kindergarten classrooms. **Scope:** LEA-wide	Foundational Literacy and Numeracy: The district will invest in professional development and resources to strengthen teachers' skills in evidence-based developmentally appropriate literacy and numeracy instruction, specifically targeting structured literacy approaches for EL students. Developmentally Appropriate Practices: By investing in early learning assistants and additional teachers, the district can ensure smaller class sizes and more individualized instruction tailored to each student's developmental needs. Culturally Relevant Developmentally Appropriate Curriculum: The focus on a high-quality, culturally relevant curriculum ensures all students see themselves reflected in the learning materials and have opportunities to connect with the content. Targeted Support Staff: Additional staff like early learning assistants, a teacher on special assignment, and an acceleration and intervention teacher will provide targeted support to struggling students and accelerate learning for advanced students.	CAASPP Assessments: 3rd Grade outcomes in Reading to look at proficiency over time and will continue to be applicable as each K cohort moves into 3rd Grade. Early Literacy Assessments: Track the progress of TK-3 students on standardized early literacy assessments, disaggregated by student group (EL, foster youth, socioeconomically disadvantaged). Student Achievement: Track overall student achievement in reading and language arts throughout elementary grades.

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
		We are offering this LEA-wide to provide support to any student who needs access to more opportunities to ensure students have developmentally appropriate environments.	Parent experiential Data: monitor survey data to gauge parental satisfaction with the level of support their child receives.
2.2	**Action:** Early Literacy: TK-8 **Need:** Early Literacy Achievement: Data shows a need to improve early literacy achievement across the district, particularly for students who may be struggling with reading skills. Targeted Reading Support: Many students, especially in elementary grades, benefit from additional support to develop strong foundational reading skills. **Scope:** LEA-wide	Extra Staffing Support: Hiring 10 Accelerated Learning Specialists will provide additional staff specifically focused on supporting students in reading acquisition and development. These specialists can work with small groups to address their specific literacy attainmentneeds. Targeted Instruction: Accelerated Learning Specialists can deliver targeted reading interventions using evidence-based practices, helping students who are behind grade level catch up and improve their reading fluency and comprehension. Tiered Support: The addition of these specialists strengthens the district's Multi-Tiered System of Supports (MTSS) by providing another layer of intervention for struggling readers. We are offering this LEA-wide to provide support to any student who needs access to more opportunities to ensure students have opportunities for reading intervention and acceleration.	Early Literacy Assessments: Track the progress of TK-3 students on standardized early literacy assessments, disaggregated by student group (EL, foster youth, socioeconomically disadvantaged). Student Achievement: Track overall student achievement in reading and language arts throughout elementary grades.
3.1	**Action:** English Language Learner Support: Transitional Kindergarten - 12 **Need:** English Language Acquisition: Data shows a need to improve the rate at which English	Specialized Staffing: The district will invest in additional staff specifically dedicated to supporting EL students, including: Elementary/High School Newcomer Teachers: Provide targeted instruction for newly arrived EL students.	EL Reclassification Rates: Track the percentage of EL students who are reclassified as English proficient each year, disaggregated by grade

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners (EL) students become reclassified as English proficient. Many EL students require additional language support beyond core English Language Development (ELD) instruction. **Scope:** LEA-wide	Elementary Community Liaison Leaders: Foster communication and collaboration with families of elementary EL students. Middle/High School Community Liaison Leaders: Foster communication and collaboration with families of middle and high school EL students. Elementary School Newcomer Accelerated Learning Specialist: Provide intensive support for high school EL students needing to accelerate their language acquisition. Testing Support Staff: Assist EL students during standardized testing ELPAC to ensure fair and accurate administration across all sites. Curriculum Materials: Investment will be made in curriculum materials specifically designed to support multilingual learners, such as Ready. Set. Read. for newcomer students and Estrellita phonics program for TK-grade 2. Professional Learning: Professional development opportunities through the EL Power Zones will equip teachers with effective strategies for integrating English language development across all content areas, benefiting all multilingual learners.	level and program participation. Student Achievement: Monitor the academic performance of EL students in both English Language Arts and Math.
4.1	**Action:** Math and Science Curriculum: TK - 8 Supplemental Curriculum **Need:**	Standards-Aligned Curriculum: Investing in a new, standards-aligned curriculum ensures all students are learning the essential knowledge and skills required for success.	Math & Science Performance: Monitor changes in student performance on standardized math and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low Math & Science Performance: Based on current mathematics metrics, student achievement is not meeting grade-level expectations. Differentiation Needs: The current curriculum may not adequately address the needs of diverse learners, including English learners, foster youth, and students from socio-economically disadvantaged backgrounds. Assessment Needs: Educators may lack sufficient data to identify areas of student strength and weakness before CAASPP testing. **Scope:** LEA-wide	Supplemental Materials: STEM Curriculum (e.g., Do the Math; Math Kit; Iready Math/Reading; Science Journal; On Demand Tutoring) iReady Assessments: District-wide implementation of iReady assessments allows for consistent data collection and progress monitoring throughout the year, informing instruction and interventions before high-stakes CAASPP testing. Implementing this LEA-wide guarantees consistency and reduces the risk of curriculum gaps between schools.	science assessments, including CAASPP. Assessment Data Usage: Track how teachers utilize iReady data to inform instruction and identify students in need of intervention.
4.2	**Action:** Mathematics/Science Job Embedded Expertise: TK-12 **Need:** Math & Science Achievement Gap: Current math metrics suggest students are not achieving at grade level, potentially indicating an achievement gap. Differentiation Needs: Existing support may be insufficient for diverse learners, including English learners, foster youth, and students from socio-economically disadvantaged backgrounds.	Targeted Staffing and PD: Math and Science Professional Development (Math Coach/Math Improvement/Ready Math/Math Professional Development Extra Support, PS Math/Aquarium/EdTech Stipends, Unbounded Learning, Ready Math, Reading and Math-Early Learning Tutors, Curriculum Professional Development Math, Edia Learning Professional Development-Math, CPM, Cracking the Code Math), Elementary STEM Teacher on Special Assignment. These investments provide targeted support to students who need additional help in math and science, particularly English learners, foster youth, and students facing economic challenges.	Math & Science Performance: Track changes in student performance on standardized math and science assessments, including CAASPP. Reduction in Achievement Gap: Monitor changes in achievement gaps between subgroups of students, particularly in math and science in local assessments

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
	Content Delivery Expertise: Educators require additional support in delivering math and science content effectively. **Scope:** LEA-wide	Implementing these positions LEA-wide ensures all schools benefit from this additional expertise. Job-Embedded Expertise: The focus on job-embedded expertise suggests this professional development will be tailored to the specific needs of teachers within their classrooms, enhancing their ability to deliver math and science content effectively. Differentiated Instruction: Additional support staff like specialists can collaborate with teachers to develop and implement differentiated instruction strategies that cater to diverse learners.	
4.3	**Action:** Field Trips: 6th Grade **Need:** Equitable Learning Opportunities: Current educational experiences may lack opportunities for hands-on, real-life learning, particularly for English learners, foster youth, and students from socio-economically disadvantaged backgrounds. Engaging, expanded, enriched Instruction: Traditional classroom instruction may not be sufficiently engaging for all learners. **Scope:** LEA-wide	Hands-On Learning: Field trips provide opportunities for students to engage with concepts directly, fostering a deeper understanding and connection to the curriculum. This is particularly beneficial for English learners who may benefit from a more visual and experiential learning approach. Real-Life Application: Field trips allow students to see how academic concepts connect to the real world, which can be especially impactful for students who may struggle to see the relevance of classroom learning. Equity and Access: Providing field trips for all 6th graders through a district-wide initiative ensures all students have access to these enriching experiences, regardless of background or socioeconomic status. This approach promotes equity and reduces the risk of some students being excluded due to financial limitations.	Metrics Include: • Chronic Absenteeism Rates • Science CAASPP results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.1	**Action:** Mental Health Support: TK-12 **Need:** Current data data shows that students, families, and staff are varied in terms of their perception on culture, engagement, academic challenge, belonging, relationships, career and college readiness, emotional and mental health, safety and inclusion. MPUSD has work to do in order to improve perception ratings. Additionally, chronic absenteeism continues to persist throughout the district and in particular our Marina community. **Scope:** LEA-wide	Based on the needs identified, the district will invest in comprehensive mental health support across all grade levels. Investments include: Elementary Mental Health Support Staff, Middle Mental Health Support Staff, High School Mental Health Support Staff, Central Coast High School Mental Health Support Staff, IEP Mental Health Staff. These staffing positions will not only support districtwide, but in particular our students experiencing homelessness, who are foster youth, socioeconomically disadvantaged, and English learners.	Metrics include: Attendance rate, Chronic absenteeism rates, Suspension rate, Expulsion rate, YouthTruth Survey data, and Williams facilities inspections
5.2	**Action:** Foster Youth and Students Experiencing homelessness: TK-12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for resources, such as the district's family resource centers, to support students and their families with food, clothing, and other resources like transportation and temporary housing shelter. **Scope:** LEA-wide	The district will invest in dedicated support for students experiencing homelessness and foster youth. Specific investments include: McKinney Vento and Foster Youth Elementary Homeless Liaison, McKinney Vento and Foster Youth Housing Specialist, and McKinney Vento and Foster Youth Middle School Social Worker; homeless supplies to support students and families. These staffing positions will not only support districtwide, but in particular our students experiencing homelessness, who are foster youth, socioeconomically disadvantaged, and English learners. We are offering this LEA-wide to provide support to any student who needs access to more opportunities.	Metrics include: Attendance rate, Chronic absenteeism rates, Suspension rate, Expulsion rate, YouthTruth Survey data, Utilization of resource centers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.3	**Action:** Multi-Tiered Systems of Support: TK-12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for resources to support students with needed social and emotional support and mental health, particularly students experiencing homelessness, foster youth, English learners and socio-economically disadvantaged students. **Scope:** LEA-wide	To meet the specific needs outlined, the district will continue its investment in social and emotional support and mental health. Specifically it will invest in various positions to continue supporting districtwide efforts to address mental health and social and emotional issues, as well as strengthening prevention, attendance, and tiered intervention systems. Specific investments include: Mental Health Clinicians, Director of Multi-Tiered Systems of Support, Director of Prevention, Attendance and Safety, EduClimber, PBIS stipends, and SWPBIS professional development. These staffing positions will not only support districtwide, but in particular our students experiencing homelessness, who are foster youth, socioeconomically disadvantaged, and English learners. We are offering this LEA-wide to provide support to any student who needs access to more opportunities.	Metrics include: Attendance rate, Chronic absenteeism rates, Suspension rate, Expulsion rate, and YouthTruth Survey data
5.4	**Action:** Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for mental health and social and emotional health for students who are socioeconomically disadvantaged, experiencing homelessness or English language learners. **Scope:** LEA-wide	To meet the specific needs outlined, the district will partner with outside organizations to provide the necessary supports to student wellness through community mental health partnerships. Specific investments include: partnerships and supports for social-emotional and mental health, including LGBTQ supports, Mind/Body stipends, Homeless Conference participation, Triadic Clinical Supervision, Community Human Services, Navigate360, EduClimber training, SchoolStatus Parent-Behavior Alert, Village Project, Committee for Children Second Step, Open Parachute, memberships, Equine Healing, supplies, and additional MTSS support. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics include: Attendance rate, Chronic absenteeism rates, Suspension rate, Expulsion rate, and YouthTruth Survey data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.5	**Action:** Mental Health Support (Psychologists): Transitional Kindergarten - 12 **Need:** Based on YouthTruth Survey results and educational partner feedback, there is a need for mental health and social and emotional health for students who are socioeconomically disadvantaged, experiencing homelessness or English language learners. **Scope:** LEA-wide	Based on what partners prioritized, the district will invest in psychologists, temporary time, supplies, conferences, and contracted services. to support English learners, foster youth and students who are socio-economically disadvantaged. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics include: Attendance rate, Chronic absenteeism rates, Suspension rate, Expulsion rate, and YouthTruth Survey data.
5.6	**Action:** Attendance: Transitional Kindergarten - 12 **Need:** Achievement Gaps: Data indicates that chronic absenteeism is an ongoing challenge for the Monterey Peninsula Unified School District, Particularly in our Marina learning community. Student Engagement: Chronic absenteeism and low attendance rates in for EL, Foster youth, and SED indicate a need for increased student engagement. **Scope:** LEA-wide	Investing in personnel and programs to address attendance/absenteeism includes funding Attendance and Absenteeism Clerks, Health Assistants, Lead Elementary Supervisory Assistants, Seaside High School and Marina High Lead Safety Officers, Seaside High School Campus Monitor, Elementary Assistant Principals and Program Specialists, Saturday Academy. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics include: Attendance rate, Chronic absenteeism rates, Suspension rate, and Expulsion rate.
5.7	**Action:** Parent and Family Engagement and	The district will invest in a Enhancing Family Engagement Through Communication and	Metrics to monitor effectiveness include:

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
	Communications and Community Connection via tools: Transitional Kindergarten - 12 **Need:** Need: Transparency and effective communications continues to be a priority for families, but most importantly those families who may feel marginalized, including families whose students are experiencing homelessness, foster youth or English language learners. **Scope:** LEA-wide	Transparency Tools. Specific investments include: Communications Specialist support and transparency and engagement efforts, including promotional advertising, document translation services, document tracking, website services, print projects, LCAP infographics, community engagement activities, radio sports broadcasts, ParentSquare, back-to-school outreach, professional memberships and conferences, supplies, and Town Hall and Board Meeting support. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	YouthTruth student and parent survey data, Internal ParentSquare reach and frequency data, Social media metrics and data, and Website visits data.
5.8	**Action:** Parent engagement: Transitional Kindergarten - 12 **Need:** Need: Transparency and effective communications continues to be a priority for families, but most importantly those families who may feel marginalized, including families whose students are experiencing homelessness, foster youth or English language learners. **Scope:** LEA-wide	The district will invest in Empowering Families and Fostering Positive School Climates, specifically investments include: parent education providers, partnerships, trainings, EWRs and supplies, DELAC support, and High School Deans of School Climate. These focus areas will reach families who are predominately Spanish speakers, as well as those families experiencing homelessness and foster youth. Messages will be in multiple languages and formats (written, oral, visual) to reach all families. We are offering this LEA-wide to provide support to any student who needs access to more opportunities	Metrics to monitor effectiveness include: Community surveying, Attendance Numbers, and YouthTruth Survey Data.

Limited Actions

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

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

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

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

None.

Additional Concentration Grant Funding

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

Middle school counselor over ratio (Action 1.1), Teacher on Special Assignment - Early Learning (Action 2.1), Accelerated Learning Specialists (Action 2.2), Newcomer Teachers (Action 3.1), Newcomer ALS (Action 3.2), IEP Mental Health (Action 5.1), Homeless Housing Specialist (Action 5.2), Director - Prevention, Attendance and Safety (Action 5.3), Attendance/Absenteeism Specialists (Action 5.6)

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	31.3910	24.8931
Staff-to-student ratio of certificated staff providing direct services to students	21.7203	19.9736

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	106,824,024	23,934,242	22.405%	0.000%	22.405%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,159,341.01	$1,239,124.43	$0.00	$0.00	$26,398,465.44	$22,435,310.50	$3,963,154.94

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Middle School Enrichment: 7-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$433,278.67	$0.00	$433,278.67				$433,278.67	
1	1.2	College Readiness and Support: 9-12 Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,432,915.15	$148,294.90	$3,581,210.05				$3,581,210.05	
1	1.3	Alternative Education: 7-12	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,587,299.88	$112,027.00	$1,699,326.88				$1,699,326.88	
1	1.4	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$824,721.67	$89,314.51	$914,036.18				$914,036.18	
1	1.5	Athletics, Activities, Co-Curricular Activities: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,337,920.17	$1,024,988.96	$2,362,909.13				$2,362,909.13	
1	1.6	New Teacher Development: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$764,708.27	$944,496.23	$1,709,204.50				$1,709,204.50	
2	2.1	Early Literacy: TK-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$608,668.97	$423,973.77	$1,032,642.74				$1,032,642.74	
2	2.2	Early Literacy: TK-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$947,299.51	$0.00	$947,299.51				$947,299.51	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	English Language Learner Support: Transitional Kindergarten - 12	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,370,532.08	$6,103.43	$1,376,635.51				$1,376,635.51	
3	3.2	Long Term English Language Learner Support: 6 - 12	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$399,658.57	$50,530.40	$450,188.97				$450,188.97	
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$152,443.69	$152,443.69				$152,443.69	
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$105,394.66	$82,403.89	$187,798.55				$187,798.55	
4	4.3	Field Trips: 6th Grade	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$244,186.28	$244,186.28				$244,186.28	
5	5.1	Mental Health Support: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,757,361.13	$0.00	$2,757,361.13				$2,757,361.13	
5	5.2	Foster Youth and Students Experiencing homelessness: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,028.85	$12,020.98	$278,049.83				$278,049.83	
5	5.3	Multi-Tiered Systems of Support: TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$880,178.72	$101,488.73	$981,667.45				$981,667.45	
5	5.4	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$83,295.87	$158,562.52	$241,858.39				$241,858.39	
5	5.5	Mental Health Support (Psychologists): Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,133,366.83	$29,000.00	$1,226,263.97	$936,102.86			$2,162,366.83	
5	5.6	Attendance: Transitional Kindergarten - 12	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$3,772,106.69	$110,705.77	$3,882,812.46				$3,882,812.46	

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
			Low Income			Low Income										
5	5.7	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$152,911.23	$268,510.70	$421,421.93				$421,421.93	
5	5.8	Parent engagement: Transitional Kindergarten - 12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$274,642.01	$4,103.18	$278,745.19				$278,745.19	
6	6.1	Ongoing Support for ELA	All Low Income and Hispanic	No			Specific Schools: CCHS, CDS Middle, CDS High 7-12	On Going	$237,757.21	$0.00		$237,757.21			$237,757.21	
6	6.2	Integrating Work-Based Learning (WBL) opportunities and utilizing a dedicated Work-Based Learning Specialist	All Low Income & Hispanic	No			Specific Schools: CCHS, CDS Middle, CDS High 7-12	On Going	$65,264.36	$0.00		$65,264.36			$65,264.36	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
106,824,024	23,934,242	22.405%	0.000%	22.405%	$25,159,341.01	0.000%	23.552 %	**Total:**	$25,159,341.01
								LEA-wide Total:	$23,009,825.16
								Limited Total:	$450,188.97
								Schoolwide Total:	$1,699,326.88

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Middle School Enrichment: 7-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$433,278.67	
1	**1.2**	College Readiness and Support: 9-12 Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,581,210.05	
1	**1.3**	Alternative Education: 7-12	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,699,326.88	
1	**1.4**	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$914,036.18	
1	**1.5**	Athletics, Activities, Co-Curricular Activities: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,362,909.13	
1	**1.6**	New Teacher Development: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,709,204.50	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Early Literacy: TK-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,032,642.74	
2	2.2	Early Literacy: TK-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$947,299.51	
3	3.1	English Language Learner Support: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners	All Schools	$1,376,635.51	
3	3.2	Long Term English Language Learner Support: 6 - 12	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$450,188.97	
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,443.69	
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,798.55	
4	4.3	Field Trips: 6th Grade	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,186.28	
5	5.1	Mental Health Support: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,757,361.13	
5	5.2	Foster Youth and Students Experiencing homelessness: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,049.83	
5	5.3	Multi-Tiered Systems of Support: TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$981,667.45	
5	5.4	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,858.39	
5	5.5	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,226,263.97	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.6	Attendance: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,882,812.46	
5	5.7	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$421,421.93	
5	5.8	Parent engagement: Transitional Kindergarten - 12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,745.19	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,578,300.99	$29,650,785.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Middle School Enrichment: 7-8	Yes	$424,268.47	$439,672.61
1	**1.2**	College Readiness and Support: 9-12 Staffing	Yes	$3,600,927.85	3,764,005.07
1	**1.3**	Alternative Education: 7-12	Yes	$1,601,494.90	1,694,830.06
1	**1.4**	Visual and Performing Arts	Yes	$1,209,195.04	1,115,491.95
1	**1.5**	Athletics, Activities, Co-Curricular Activities: TK-12	Yes	$2,807,316.70	2,845,274.12
1	**1.6**	New Teacher Development: TK-12	Yes	$1,363,088.68	1,440,377.66
1	**1.7**	Inclusive Education Support: Special Education and Math	No	$1,736,633.71	1,662,135.04
2	**2.1**	Early Literacy: TK-8	Yes	$2,347,221.30	3,034,577.90
2	**2.2**	Early Literacy: TK-8	Yes	$950,669.03	880,048.13
3	**3.1**	English Language Learner Support: Transitional Kindergarten - 12	Yes	$1,591,824.17	1,632,417.47
3	**3.2**	Long Term English Language Learner Support: 6 - 12	Yes	$522,645.80	523,623.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Yes	$107,249.87	149,079.35
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	Yes	$421,682.72	317,930.60
4	4.3	Field Trips: 6th Grade	Yes	$209,186.28	244,186.28
5	5.1	Mental Health Support: TK-12	Yes	$1,937,649.07	1,754,591.38
5	5.2	Foster Youth and Students Experiencing homelessness: TK-12	Yes	$185,606.67	289,406.56
5	5.3	Multi-Tiered Systems of Support: TK-12	Yes	$824,333.17	820,407.36
5	5.4	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	Yes	$80,000.00	89,246.32
5	5.5	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Yes	$242,003.52	214,633.05
5	5.6	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Yes	$1,224,875.06	1,389,895.46
5	5.7	Attendance: Transitional Kindergarten - 12	Yes	$3,726,667.14	3,813,466.21
5	5.8	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Yes	$422,952.78	421,949.86
5	5.9	Parent engagement: Transitional Kindergarten - 12	Yes	$346,671.24	349,694.55
6	6.1	Ongoing Support for ELA	No	$530,485.20	598,713.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.2**	Integrating Work-Based Learning (WBL) opportunities and utilizing a dedicated Work-Based Learning Specialist	No	$163,652.62	165,130.31

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
24,844,835	$26,147,529.46	$27,224,805.67	($1,077,276.21)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Middle School Enrichment: 7-8	Yes	$424,268.47	439,672.61		
1	1.2	College Readiness and Support: 9-12 Staffing	Yes	$3,600,927.85	3,764,005.07		
1	1.3	Alternative Education: 7-12	Yes	$1,601,494.90	1,694,830.06		
1	1.4	Visual and Performing Arts	Yes	$1,209,195.04	1,115,491.95		
1	1.5	Athletics, Activities, Co-Curricular Activities: TK-12	Yes	$2,807,316.70	2,845,274.12		
1	1.6	New Teacher Development: TK-12	Yes	$1,363,088.68	1,440,377.66		
2	2.1	Early Literacy: TK-8	Yes	$2,347,221.30	3,034,577.9		
2	2.2	Early Literacy: TK-8	Yes	$950,669.03	880,048.13		
3	3.1	English Language Learner Support: Transitional Kindergarten - 12	Yes	$1,591,824.17	1,632,417.47		
3	3.2	Long Term English Language Learner Support: 6 - 12	Yes	$522,645.80	523,623.72		
4	4.1	Math and Science Curriculum: TK - 8 Supplemental Curriculum	Yes	$107,249.87	149,079.35		
4	4.2	Mathematics/Science Job Embedded Expertise: TK-12	Yes	$421,682.72	317,930.6		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Field Trips: 6th Grade	Yes	$209,186.28	244,186.28		
5	**5.1**	Mental Health Support: TK-12	Yes	$1,937,649.07	1,754,591.38		
5	**5.2**	Foster Youth and Students Experiencing homelessness: TK-12	Yes	$185,606.67	289,406.56		
5	**5.3**	Multi-Tiered Systems of Support: TK-12	Yes	$824,333.17	820,407.36		
5	**5.4**	Foster Youth and Students Experiencing Homelessness: Transitional Kindergarten - 12	Yes	$80,000.00	89,246.32		
5	**5.5**	Multi-Tiered Systems of Support: Transitional Kindergarten-12 Mental Health Services	Yes	$242,003.52	214,633.05		
5	**5.6**	Mental Health Support (Psychologists): Transitional Kindergarten - 12	Yes	$1,224,875.06	1,389,895.46		
5	**5.7**	Attendance: Transitional Kindergarten - 12	Yes	$3,726,667.14	3,813,466.21		
5	**5.8**	Parent and Family Engagement and Communications and Community Connection via tools: Transitional Kindergarten - 12	Yes	$422,952.78	421,949.86		
5	**5.9**	Parent engagement: Transitional Kindergarten - 12	Yes	$346,671.24	349,694.55		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
105,174,811	24,844,835	0	23.622%	$27,224,805.67	0.000%	25.885%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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