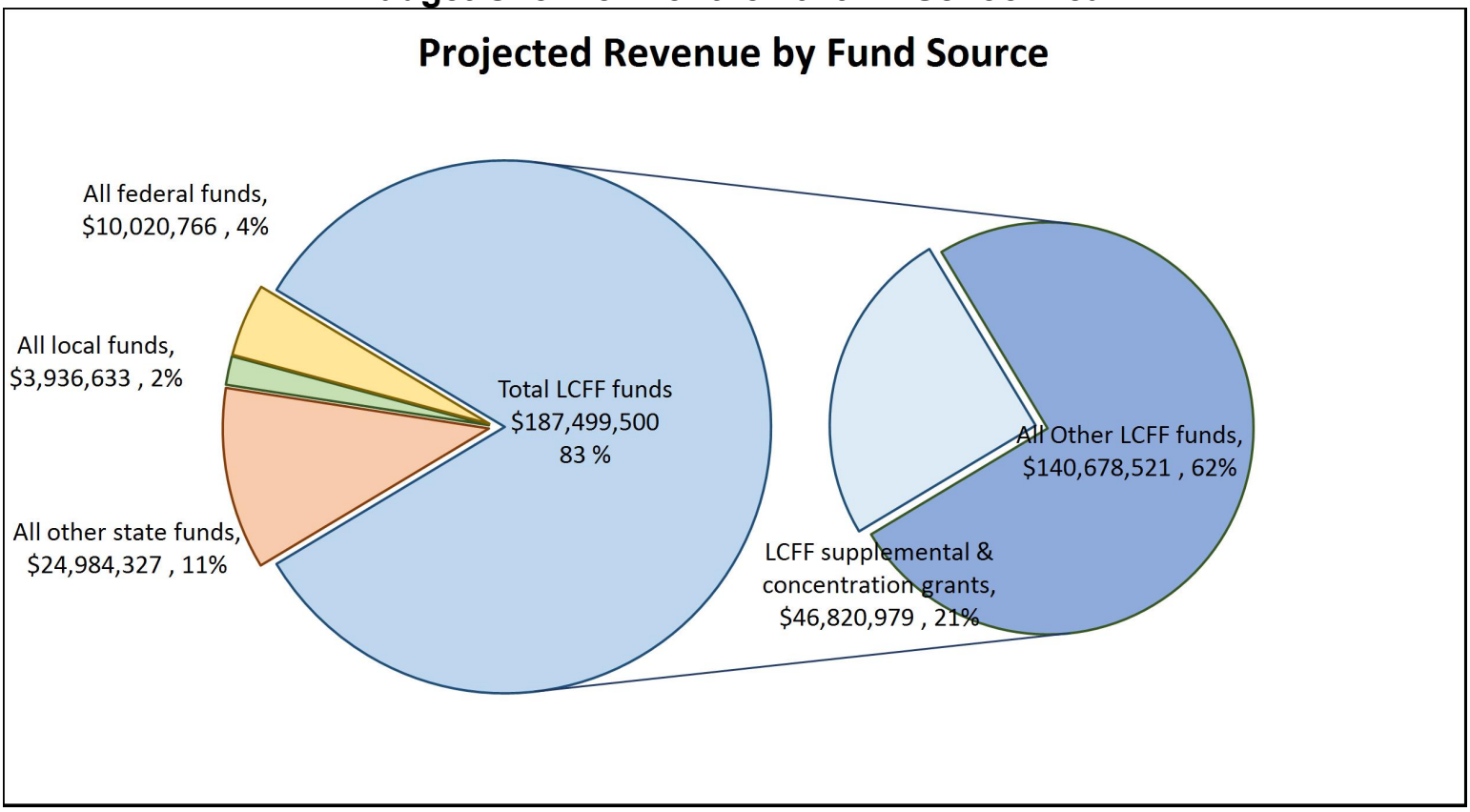
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced Union High School District
CDS Code: 24-65789-0000000
School Year: 2026-27
LEA contact information:
Alan Peterson
Superintendent
apeterson@muhsd.org
209-325-2020

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

Budget Overview for the 2026-27 School Year

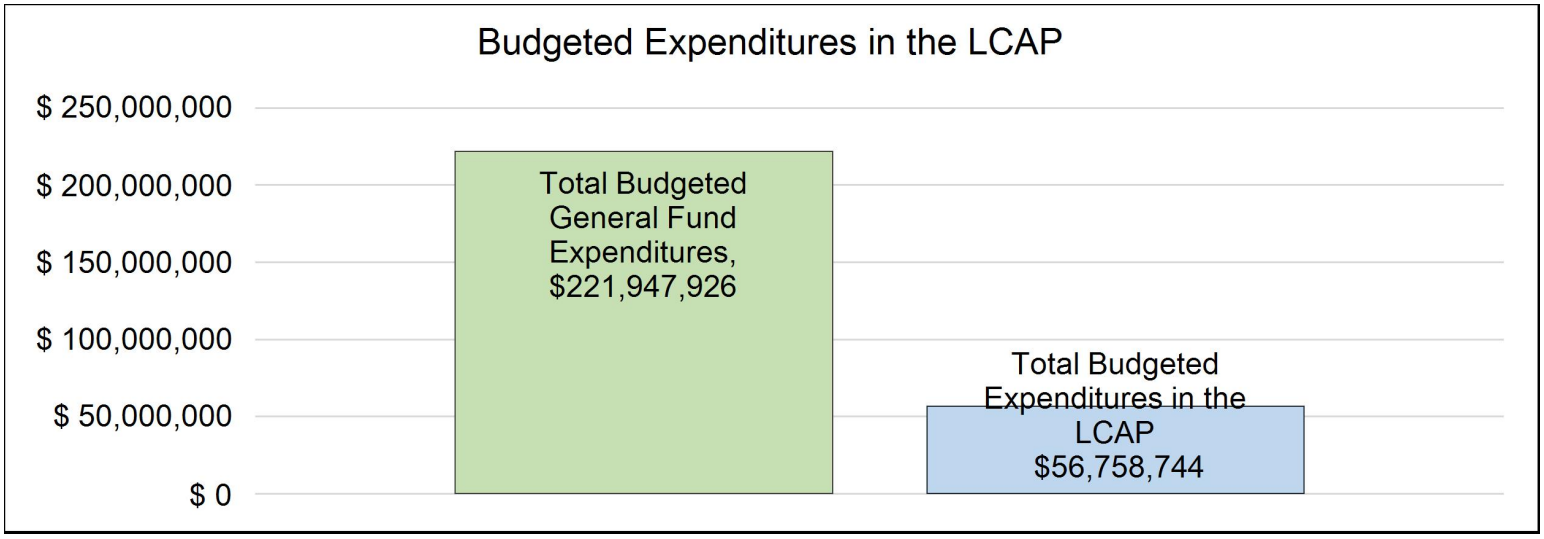


This chart shows the total general purpose revenue Merced Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced Union High School District is $226,441,226, of which $187,499,500 is Local Control Funding Formula (LCFF), $24,984,327 is other state funds, $3,936,633 is local funds, and $10,020,766 is federal funds. Of the $187,499,500 in LCFF Funds, $46,820,979 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 Merced Union High 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: Merced Union High School District plans to spend $221,947,926 for the 2026-27 school year. Of that amount, $56,758,744 is tied to actions/services in the LCAP and $165,189,182 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

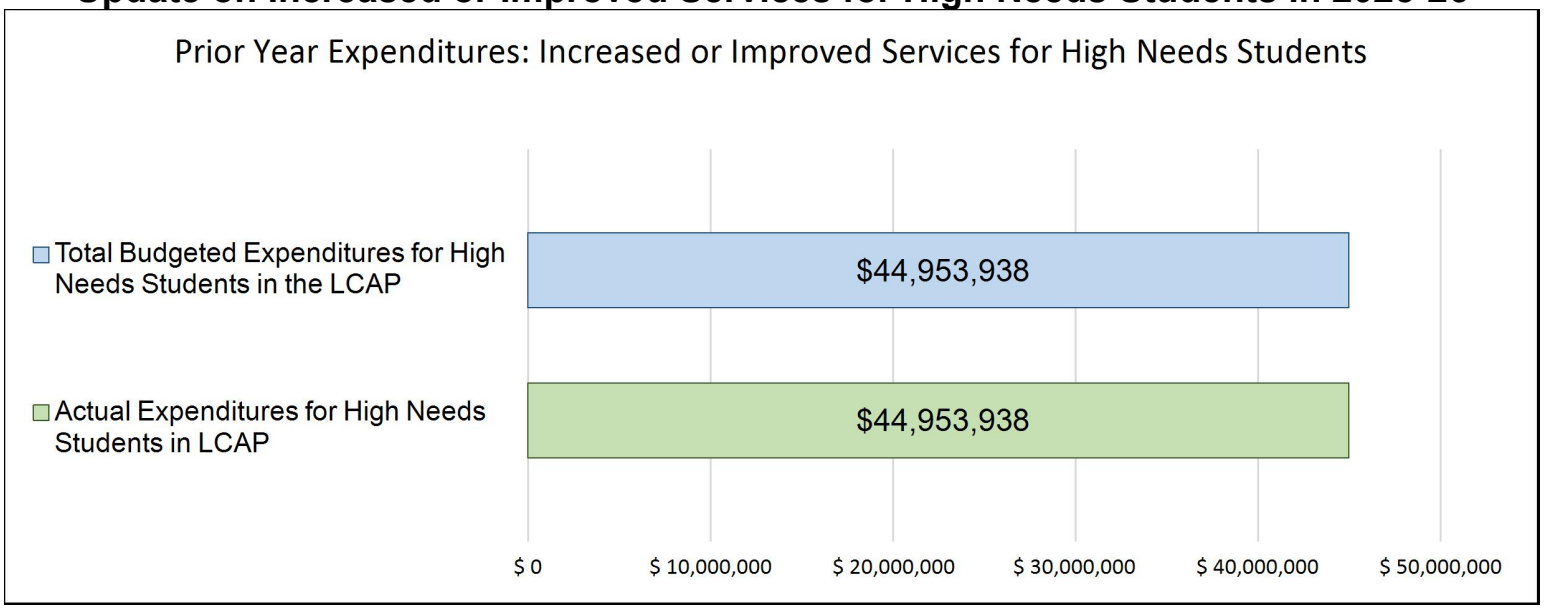
Salaries and benefits, books and supplies, contracted services, capital outlay projects, utilities, M & O, transportation operations, insurance, other outgo, and transfers out that were funded through routine operational budgets and other restricted Federal, State, and local funding sources outside of the LCAP.

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

In 2026-27, Merced Union High School District is projecting it will receive $46,820,979 based on the enrollment of foster youth, English learner, and low-income students. Merced Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced Union High School District plans to spend $46,820,979 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 Merced Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Merced Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Merced Union High School District's LCAP budgeted $44,953,938 for planned actions to increase or improve services for high needs students. Merced Union High School District actually spent $44,953,938 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
Merced Union High School District	Alan Peterson Superintendent	apeterson@muhsd.org 209-325-2020

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.

The Merced Union High School District (MUHSD) is located in California's central San Joaquin Valley and serves the communities of Merced, Atwater, Livingston, and surrounding unincorporated areas. MUHSD serves approximately 11,000 students across a diverse system of schools that includes six comprehensive high schools, one continuation high school, one alternative high school, one community day school, adult education, and an independent study program. The district employs more than 1,000 staff members dedicated to supporting student achievement and well-being.

MUHSD's student population reflects the cultural and linguistic diversity of the region. Districtwide enrollment includes approximately 73.4% Hispanic students, 11.8% White students, 7.5% Asian students, 3.6% African American students, and 2.9% students identifying as other races or two or more races. The district also serves significant student groups, including 81.6% socioeconomically disadvantaged students, 12% English learners, 10.8% students with disabilities, 3% students experiencing homelessness, and 0.6% foster youth.

The 2025 California State Dashboard school site enrollment:
Atwater High School – 2,029 students
Buhach Colony High School – 1,704 students
El Capitan High School – 1,793 students
Golden Valley High School – 1,917 students
Independence High School (Alternative) – 87 students
Livingston High School – 1,169 students

Merced High School – 1,943 students
Sequoia Community Day High School – 77 students
Yosemite High School (Continuation) – 342 students

MUHSD is guided by its vision of ensuring that every student graduates prepared for college, career, and life. The district is committed to providing “A Relevant Education for All” through rigorous, student-centered learning experiences that emphasize academic achievement, Career Technical Education (CTE), college readiness, and the development of twenty-first century skills. MUHSD continues to expand innovative opportunities that support students in earning a high school diploma, completing CTE pathways and certifications, and earning college credit while in high school.

The district’s Local Control and Accountability Plan (LCAP) reflects MUHSD’s commitment to equitable access and student success through initiatives such as the implementation of a seven-period day, expansion of Multi-Tiered Systems of Support (MTSS), and continued focus on the MUHSD Instructional Framework. These efforts are designed to provide all students with high-quality instruction, targeted academic and social-emotional supports, authentic learning opportunities, and access to programs that prepare them for postsecondary success.

MUHSD also receives Local Control Funding Formula (LCFF) Equity Multiplier funding for schools identified based on high non-stability rates and high percentages of socioeconomically disadvantaged students. The following schools receive Equity Multiplier funding:
Independence High School (Alternative)
Sequoia Community Day High School
Yosemite High School (Continuation)

Equity Multiplier funds are used to provide evidence-based programs, interventions, and supports tailored to the unique academic, behavioral, and social-emotional needs of students attending these schools.

Reflections: Annual Performance

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

The Merced Union High School District has demonstrated both meaningful progress and ongoing areas of need, as reflected in the 2025 California School Dashboard and local performance indicators. The district continues to strengthen academic achievement, college and career readiness, and equitable access to educational opportunities while recognizing the need to accelerate growth for student groups experiencing persistent achievement gaps. Through continuous improvement efforts and data-driven decision making, MUHSD remains committed to providing “A Relevant Education for All.”

Successes:
College and Career Readiness:
MUHSD continues to expand opportunities that prepare students for success beyond high school and has maintained performance above state averages in several college and career readiness measures. The district currently offers 37 Career Technical Education (CTE) pathways and 139 CTE courses aligned to industry sectors and workforce needs. Among the Class of 2025, 1,667 students completed at

least one CTE pathway, 1,513 graduates earned CTE certifications, and 920 students earned college credit while enrolled in high school. Which have all increased from the Class of 2024.

The district's College and Career Indicator (CCI) improved from 38.2% students being prepared in 2024 to 50% in 2025. Significant gains were demonstrated among student groups, including a 10% increase for English Learners, a 10.8% increase for Long Term English Learners, a 4% increase for Foster Youth, a 14.6% increase for Homeless students, and a 18.3% increase for students with disabilities. All comprehensive sites saw an increase in their CCI: AHS 8.7%, BCHS 16.8%, ECHS 16.3%, GVHS 14.4%, LHS 0.2%, and MHS 5.8%. Additionally, Advanced Placement (AP) performance improved, with AP pass rates increasing by 5.51%, and 57.93% of AP test-takers earning scores of 3, 4, or 5. MUHSD's Class of 2025 that Met UC/CSU Requirements also increased from 27.5% from the Class of 2024 to 30%

Innovation and Instructional Practices:
MUHSD continued implementation of districtwide instructional frameworks and an emphasis on innovative teaching and learning practices that have strengthened instructional consistency and rigor across all schools. All core academic subjects now utilize standards-aligned curriculum materials, and districtwide benchmark assessments have been implemented in English Language Arts (ELA), Mathematics, and Social Studies, with Science benchmarks planned for the upcoming year.

Student achievement data reflected significant areas of academic growth across the district in 2025. Districtwide CAASPP ELA scores increased by 0.84%, with 42.44% of students meeting or exceeding standards. According to the 2025 California Dashboard, EL and LTEL demonstrated substantial improvement in ELA performance, increasing by 11 points and 13.5 points, respectively. Socioeconomically disadvantaged (SED) students also improved by 3.7 points in ELA performance. School site gains in ELA were especially notable at BCHS, which increased by 29.5 points, ECHS, which increased by 11.6 points, and YHS, which increased by 18.7 points.

In Mathematics, districtwide CAASPP performance increased by 2.93%, with 13.46% of students meeting or exceeding standards in 2025. Significant subgroup growth was demonstrated across multiple student populations, including African American students (+12 points), English Learners (+14.5 points), Hispanic students (+12.3 points), Long-Term English Learners (+17.6 points), socioeconomically disadvantaged students (+14.7 points), and students with disabilities (+12 points). Schoolwide gains in mathematics performance were also evident, with AHS increasing by 13.9 points, BCHS by 27.3 points, ECHS by 8.1 points, GVHS by 17.8 points, MHS by 21.2 points, and YHS by 7.6 points.

In Science, MUHSD demonstrated continued academic growth in 2025, increasing overall performance by 3.4 points. Significant subgroup improvements included SWD (+4.3 points), African American students (+4.5 points), EL (+3.3 points), homeless students (+2.7 points), LTEL (+3.8 points), and SED students (+3.4 points). School site gains were also evident across the district, with AHS increasing by 4.8 points, BCHS by 7.8 points, ECHS by 2.5 points, GVHS by 2.1 points, LHS by 0.7 points, MHS by 2.1 points, and YHS by 1.2 points.

Support Systems and School Climate:
The district's seven-period day and continued implementation of Multi-Tiered Systems of Support (MTSS) have increased student access to interventions, electives, credit recovery, and enrichment opportunities. MUHSD maintained a strong graduation rate of 93.1% in 2025 while also improving school climate indicators. District suspension rates maintained at 1% suspended at least one day, and expulsions maintained at 0.4%, reflecting the district's focus on proactive behavioral supports and restorative practices.

Challenges:
Achievement Gaps:
Despite areas of progress, achievement gaps persist across several student groups. In ELA, African American students declined by 25.4 points, FY declined by 90.7 points, and homeless students declined by 8 points. In Mathematics, FY declined by 26.4 points. African American graduates in 2025 also demonstrated a decline in CCI preparedness, decreasing by 2%.

Several school sites also demonstrated areas of concern. AHS declined by 12.9 points in ELA and 8.9% in the ELPI. At AHS, EL, SED, and SWD performed in the Red indicator level for ELA, while LTEL performed in the Red indicator level for Mathematics. ECHS declined by 7.3% in ELPI, with EL and SWD performing in the Red indicator level for Mathematics on the CAASPP. GVHS declined overall in ELA, with EL and SWD performing in the Red indicator level. LHS declined by 5 points in ELA, with EL, Hispanic students, LTEL, and SED performing in the Red indicator level in both ELA and Mathematics. IHS declined in both ELA and Mathematics performance. MHS declined by 4.2 points in ELA, with SED and SWD performing in the Red indicator level.

Graduation Trends:
MUHSD experienced a 1.6% decline in the overall graduation rate, with downward trends noted across the EL, LTEL, SWD, and SED subgroups in 2025. This decrease was reflected across all sites, most notably at MHS (-3.4%) and BCHS (-2.6%), while GVHS saw a decline at 0.8%. Additionally, the district's dropout rate rose to 4.9% in 2025, up from 3.4% the previous year.

MUHSD 2023 California Dashboard Lowest Indicators in comparison to the 2025 California Dashboard results:
-CAASPP Math Scores for all students increased 2.64% in meeting or exceeding standards
-CAASPP ELA and Math Scores for Socioeconomically Disadvantaged students increased 3.06% in English and increased 2.41% in math
-CAASPP ELA and Math Scores for Hispanic students increased 2.02% in English and increased 2.36% in math
-CAASPP ELA and Math Scores for students with disabilities increased 5.2% in English and decreased 0.21% in math
-CAASPP ELA and Math Scores for Homeless students increased 4.29% in English and 4.35% in math
-CAASPP ELA and Math Scores for English Learners, English scores increased 3.54% and Math scores increased 5.1%
-Percentage of EL students who are College and Career Prepared increased by 10%
-Percentage of Foster Youth students who are College and Career Prepared increased by 12.4%
-Percentage of students with disabilities who are College and Career Prepared increased 8.3%
-Percentage of AHS students with disabilities who are College and Career Prepared increased 14.1%
-AHS CAASPP ELA Scores for subgroups: hispanic students increased 2.09%, socioeconomically disadvantaged increased 1.67%, and students with disabilities increased 8.64%
-BCHS CAASPP Math Scores for all students increased 6.59%
-BCHS CAASPP Math Scores for subgroups: EL increased 5.56%, hispanic students increased 6.59%, socioeconomically disadvantaged increased 3.71%, and white increased 7.64%
-Percentage of BCHS students with disabilities who are College and Career increased 23.9%
-Percentage of ECHS students who are College and Career Prepared, English Learners increased 27% and students with disabilities increased 35.1%
-ECHS CAASPP Math Scores for all students decreased 0.44% in meeting or exceeding standards

-ECHS CAASPP ELA and Math Scores for subgroups: EL increased 12.5% in ELA, hispanic students increased 18.83% in ELA and increased 2.12% in Math, socioeconomically disadvantaged increased 17.24% in ELA and increased 3.89% in Math, and students with disabilities increased 19.35% in ELA and increased 3.23% in Math
-ECHS EL students decreased 10.8% in the English Learner Progress Indicator
-GVHS CAASPP Math Scores increased 6.4%
-GVHS EL students increased 14.5% in the English Learner Progress Indicator
-Percentage of IHS being College and Career Prepared for all students decreased 3.5%, hispanic students increased 4.5%, and socioeconomically disadvantaged increased 3.2%
-Percentage of LHS EL students who are College and Career Prepared increased 3.8%
-LHS CAASPP Math Scores for all students increased 0.84%
-LHS CAASPP ELA and Math Scores for EL decreased 5.41% in ELA and remained at 0.0% for Math, hispanic students increased 0.6% in Math, and SED decreased 8.36% in ELA and increased 2.26% in Math
-MHS CAASPP Math Scores for all students increased 0.38%, EL increased 5%, hispanic students decreased 1.24%, socioeconomically disadvantaged decreased 1.75%, and students with disabilities remained at 0%
-MHS CAASPP ELA Scores for EL increased 4.81% and students with disabilities increased 6.94%
-Percentage of MHS EL students increased 13.2% for College and Career Prepared
-SHS suspension rates for all students increased 2.6% and socioeconomically disadvantaged students increased 2.7%
-YHS CAASPP ELA and Math Scores for all students increased 6.74% and 2.3% for Math, for hispanic students increased 2.46% in ELA, and SED increased 6.4% in ELA and 0.84%% for Math
-Percentage of YHS students being College and Career Prepared for all students decreased 0.6%, EL maintained at 0% prepared, hispanic students decreased 0.1%, homeless students maintained at 0% prepared, and socioeconomically disadvantaged decreased 0.7%

Responsive Actions in the LCAP
In response to the 2025 California School Dashboard and local performance data, MUHSD has developed comprehensive actions within the Local Control and Accountability Plan (LCAP) designed to build upon areas of success while addressing persistent areas of need. These actions are grounded in equity, data analysis, educational partner input, and continuous improvement practices.

Closing Achievement Gaps for English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities:
MUHSD is prioritizing targeted academic interventions and instructional improvements to address achievement gaps in English Language Arts and Mathematics. Planned actions include expanding intervention opportunities, implementing universal screening and benchmark assessments, strengthening structured academic support and learning skills periods, and providing professional development focused on special populations, Universal Design for Learning, differentiated instruction, and Deeper Learning strategies. Increased collaboration among general education, special education, and English Learner staff, combined with enhanced family engagement practices, will further support improved student outcomes.

Expanding College and Career Readiness Opportunities:
To build on gains in college and career readiness, MUHSD will continue expanding access to Career Technical Education pathways, dual enrollment courses, internships, and work-based learning opportunities, particularly for historically underserved student groups. The district will strengthen industry partnerships, increase opportunities for students to earn certifications and college credit, and continue collaboration with advisory committees to ensure programs remain aligned with workforce and postsecondary expectations.

Strengthening Support Systems Through MTSS, Wellness, and Equity-Focused Practices:
MUHSD is deepening implementation of MTSS to provide integrated academic, behavioral, and social-emotional supports for students. The district's seven-period day structure continues to expand access to interventions, enrichment, and wellness services. In addition, all school sites are implementing Character Strong and Counseling Tier 1 social-emotional learning curriculum to support student wellness, belonging, and school connectedness. The district is also strengthening restorative practices, improving data monitoring and early warning systems, expanding student engagement strategies, and implementing proactive attendance and dropout prevention efforts. These actions are intended to reduce disparities in discipline, improve student connectedness, and increase graduation and college and career readiness outcomes for all students.

Learning Recovery Emergency Block Grant (LREBG) Funds:
MUHSD received $900,000.00 for 2025-26 and $1.8 million for 2026-27. No LREBG funds were expended in 2025-26. MUHSD will utilize the unexpended LREBG funds to support actions aligned to the district's LCAP goals and actions. These expenditures are designed to address learning recovery, accelerate academic growth, and support the social-emotional well-being of students disproportionately impacted by the COVID-19 pandemic.

LREBG funds will support actions associated with the following LCAP goals and actions:
-Academic intervention and instructional support programs aligned to Goal 1.4, $175,000, Unduplicated Academic Performance and 3.2, $175,000, Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups
-Expanded MTSS academic and wellness supports aligned to Goal 2.3, $900,000, School Climate and Culture and 3.3, $1,4500,000, Intervention Across All Tiers and Domains for Unduplicated Student Subgroups

The district selected these actions because they align directly with the allowable uses of LREBG funds identified in Education Code Section 32627(c)(2), including learning recovery programs, academic interventions, integrated student supports, student engagement strategies, professional learning for educators, and social-emotional and mental health supports. These actions are expected to address the areas of need identified through MUHSD's needs assessment process during the MUHSD LCAP Educator Partner Meetings, including better support for student needs, expanding access to mental health resources—such as on-site therapy, wellness rooms, and frequent counselor check-ins—while fostering inclusive environments through peer mentorship and improved staff-student relationships. Partners also recommend refining SEL curriculum into a more engaging, interactive program and providing targeted academic interventions like tutoring and individualized learning supports. By targeting resources toward evidence-based interventions, expanded instructional supports, student wellness, and increased access to rigorous academic and career pathways, MUHSD aims to improve academic outcomes, strengthen student engagement, and ensure equitable opportunities for all students.

Reflections: Technical Assistance

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

For the 2025-26 school year and from the 2024 Dashboard indicators, MUHSD was in Differentiated Assistance for Students with Disabilities (SWD) for Pupil Achievement, performing the lowest on both English Language Arts (ELA) and Math tests, and Outcomes in a Broad Course of Study, having red on the College and Career Indicator. MUHSD has worked with Merced County Office of Education to complete a needs

assessment, root analysis, and began developing actions for the 2025-26 school year. With the work done with MCOE, the district and site staff created next steps to improve students' success in these areas.

The following actions were created with the DA work supported by MCOE:
Action 1.4, "Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support SPED with a focus on full inclusion" was added to support SWD and improve their performance.
Action 1.7, "Counseling departments and SPED teams will monitor CTE Completers, SPED failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities, career interest forms, and IEP accommodations." was developed to support Students With Disabilities College and Career Readiness.

MCOE supported MUHSD in updating protocols and strengthening the Transition Plan for SWD. As part of the Superintendent's Series Students with Disabilities Network, district teams analyzed California School Dashboard data alongside data related to Comprehensive Improvement Monitoring (CIM). This analysis supported districts in identifying areas of need and understanding the system-level factors contributing to outcomes for students with disabilities. Teams engaged in an improvement journey that included developing a problem of practice and theory of action to address identified needs. Districts identified and tested change ideas aimed at improving services, supports, and outcomes for students with disabilities, using continuous improvement methods to guide implementation. Districts also received ongoing coaching support from MCOE outside of convening days to continue and deepen this work across the school year and into the future. This technical assistance is aligned with Action 1.4 and Action 1.7 in the 2026–27 LCAP.

Mid-year and at Board meetings, the District SPED department reported and will continue to report on their progress in improving on their low performing and program improvement to the District Leadership Team. In the LCAP annual updates, summaries of progress and narratives on the services and programs that were implemented will be incorporated in the plan.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were eligible for comprehensive support and improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Classified Union and Employees (Local bargaining unit) and Other School Personnel	During the development of the 2026-27 LCAP, MUHSD utilized a strategic multi-channel approach to ensure Classified Union members and other school personnel were integral to the planning and accountability process. This engagement was anchored by a formal public meeting dedicated to soliciting direct recommendations from staff, supplemented by a district-wide electronic outreach that included an informative survey to capture feedback. By prioritizing this collaborative philosophy, the district met its statutory obligations to consult with educational partners, ensuring that the resulting actions and metrics were informed by the employees responsible for the district's daily operations and student support services. Meeting in-person: March 4, 2026 District-wide electronic outreach: March 5, 2026
Certificated Union and Employees (Local bargaining unit) and Teachers	During the development of the 2026-27 LCAP, MUHSD engaged Certificated Union employees and teachers in meaningful engagement, comprehensive strategic planning, and accountability and compliance. This engagement was anchored by a formal public meeting dedicated to soliciting direct recommendations from staff, supplemented by a district-wide electronic outreach that included an informative survey to capture feedback. By prioritizing this collaborative philosophy, the district met its statutory obligations to consult with educational partners, ensuring that the resulting actions and metrics were informed by the employees responsible for the district's daily operations and student support services. Meeting in-person: March 19, 2026

Educational Partner(s)	Process for Engagement
	District-wide electronic outreach: March 13, 2026 and March 20, 2026
District English Learner Parent Advisory Committee (DELAC)	To develop the 2026-27 LCAP, MUHSD prioritized a collaborative partnership with the District English Learner Parent Advisory Committee (DELAC) through a process centered on strategic alignment and accountability. The district facilitated a virtual forum to gather formal recommendations and qualitative insights directly from DELAC members regarding English Learner priorities. Furthermore, to ensure broader representation, an ELD-specific survey was administered to parents in Spring 2026, allowing the district and sites to integrate community-driven data into its long-term planning and compliance efforts for English Learner success. Virtual meeting: February 25, 2026 Site and District-wide electronic outreach: Spring 2026
District and COE Special Education Administrators	MUHSD collaborated with special education administrators and site-level staff to design targeted actions and performance metrics for Students with Disabilities (SWD). To ensure these initiatives met the highest standards of support and compliance, the district consulted with the MCOE SELPA to gather expert recommendations and feedback. This strategic engagement ensured that the actions integrated into the 2026-27 Annual LCAP were both robust and specifically tailored to improve outcomes for the SWD student population. Virtual meeting: May 14, 2026
Equity Multiplier Sites	Independence High School, Sequoia High School, and Yosemite High School are receiving Equity Multiplier funds and consulted with educational partners, specifically, in the development of the required focus goal, actions, and metrics. To ensure meaningful engagement of educational partners in the development of the LCAP focus goal aligned with Equity Multiplier requirements, IHS, SHS, and YHS conducted a variety of outreach and consultation activities. Staff were engaged in providing feedback during dedicated portions of staff meetings, where data was reviewed and collaboratively discussed site priorities and student needs. Families were invited to participate in LCAP Nights, where key goals were shared and input gathered through structured discussions and open dialogue. Additionally, student and family surveys were distributed to capture broader perspectives on school climate, academic support, and college and

Educational Partner(s)	Process for Engagement
	career readiness. These sites also worked closely with district office leadership to align site planning with districtwide initiatives and Equity Multiplier expectations. School Site Council meetings served as another formal venue to review data, discuss proposed actions, and refine the site's focus goal based on stakeholder input. This multi-layered approach ensured that the voices of students, families, staff, and community partners were meaningfully incorporated into our LCAP development process. Meetings: Parent involvement in the creation of goals took place through presentations at School Site Council and English Learner Advisory Committee meetings. Parents were also surveyed for their input. Goals were presented to student advisory groups for input and the SSC also consists of student representatives. Staff involvement took place during general site staff meetings and through specific staff groups such as the site Intervention Teams.
Parents, Families, and Community	During the development of the 2026–27 MUHSD LCAP, the district engaged parents and community members through meaningful partners engagement processes focused on strategic planning, accountability, and compliance. MUHSD prioritized opportunities for educational partners to provide feedback and collaborate on district and site goals, actions, and services. Each school site conducted two in-person LCAP meetings during Fall 2025 to inform, collaborate with, and gather feedback from educational partners regarding both site and district priorities. In addition, MUHSD hosted a districtwide LCAP Public Meeting to provide educational partners with opportunities to review and discuss LCAP goals and proposed actions. To further expand outreach and increase parent and community participation, MUHSD also hosted Parent and Community Engagement tables at district basketball games. These outreach efforts provided families and community members with accessible opportunities to engage with district staff, ask questions, and provide input regarding the development of the 2026–27 LCAP. Meeting in-person: April 21, 2026 Parent and Community Engagement tables: January 27, January 28, and February 10, 2026

Educational Partner(s)	Process for Engagement
	District-wide electronic outreach: January 26 and March 31, 2026 and Spring 2026 Social Media Posts
School Site Parent Advisory Meetings	In the spring 2026, each site held an advisory meeting with parents, at least two students, staff, and community members to review the MUHSD LCAP planned goals, elicit feedback, and facilitate alignment between the school site and district-level goals for the 2026-27 Annual LCAP. Meetings: AHS: March 26, 2026 BCHS: March 26, 2026 ECHS: March 19, 2026 GVHS: May 13, 2026 LHS: April 16, 2026 MHS: April 30, 2026 SHS: April 23, 2026 YHS/IHS: May 7, 2026
Principals and Administrators	In Fall 2025, principals and administrators participated in MUHSD Administration Welcome Back meetings where the district's mission, vision, superintendent goals, and LCAP goals were reviewed and discussed. These meetings provided opportunities to align district priorities and identify key areas of focus for the 2026–27 LCAP development process. In March 2026, the district distributed an LCAP feedback form to principals and administrators to gather input regarding LCAP goals, actions, metrics, priority areas, and feedback collected through educational partner engagement meetings. Additionally, principals and district department leaders presented LCAP progress monitoring data and program updates to Cabinet in December 2025 to support ongoing evaluation of district initiatives and student outcomes.
Students	During the development of the 2026–27 MUHSD LCAP, the district engaged students to gather input and recommendations regarding proposed actions, services, and metrics. Students were provided opportunities to share feedback on district priorities and areas of need through both in-person meetings and electronic outreach. An informational email containing a feedback survey was distributed to encourage broad student participation and input. AHS in-person: March 24, 2026

Educational Partner(s)	Process for Engagement
	YHS in-person: March 30, 2026 District-wide electronic outreach: March 31, 2026

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

Educational partner feedback influenced the development of the 2026–27 MUHSD LCAP, including feedback on goals, actions, services, metrics, and budgeted expenditures. Feedback from students, families, staff, administrators, bargaining units, and community partners consistently emphasized the need for increased academic support, expanded college and career readiness opportunities, stronger communication, enhanced mental health services, and more real-world learning experiences. MUHSD used this input, along with student outcome data and available fiscal resources, to prioritize actions and investments that directly address identified student needs and improve outcomes for all student groups, particularly unduplicated pupils and students attending Equity Multiplier sites.

Educational partners expressed a strong need for expanded academic interventions and tutoring opportunities, particularly in Mathematics and for students needing additional support during and outside of the instructional day. In response, the LCAP continues funding for MTSS supports, intervention sections, after-school tutoring, Saturday Academies, credit recovery opportunities, and expanded academic assistance programs. Feedback also highlighted concerns regarding AI, large class sizes, inconsistent instructional practices, and the need for engaging, differentiated instruction. As a result, the district prioritized continued professional development, differentiated instruction, Deeper Learning, instructional rigor, and student engagement strategies. Additional support staff, classroom paras, and intervention personnel were also prioritized to strengthen academic support systems for EL, LTEL, SWD, SED, FY, and homeless students.

Students, families, and staff consistently requested additional college and career readiness opportunities, including expanded dual enrollment, internships, CTE pathways, career exploration, financial literacy, life skills instruction, and hands-on learning experiences. In response, actions support CTE pathway development, dual enrollment access, pathway counseling, work-based learning opportunities, industry partnerships, college and career advising, and career exploration events. Feedback specifically supporting more STEM, medical, engineering, law, culinary, robotics, agriculture, and trade-related pathways influenced continued investments in CTE programs and facilities. Educational partners also requested increased support for scholarship assistance, college applications, FAFSA completion, and postsecondary planning, which informed actions related to counseling services, college and career centers, and senior support activities.

Mental health, student wellness, and school connectedness were recurring themes across educational partner engagement sessions. Families and students requested additional counseling support, mental health resources, wellness spaces, SEL instruction, and proactive student check-ins. In response, MUHSD continued investments in MTSS implementation, Character Strong SEL curriculum, wellness supports, counseling services, restorative practices, student engagement initiatives, and early intervention systems to address attendance, behavior, and social-emotional needs. Feedback regarding bullying prevention, school safety, and student belonging also influenced actions related to positive school climate and student support services. Educational partners also emphasized the importance of stronger communication and family engagement. Families requested clearer information regarding graduation requirements, A-G completion, dual enrollment opportunities, college pathways, and available student supports. As a result, the LCAP includes actions supporting parent engagement opportunities, informational workshops, translation services, college and career information nights, and expanded communication through ParentSquare, school outreach events, and family engagement activities.

The Merced Black Parallel School Board, a community group supporting African American students, recommended: 1) Hire African American teachers and counselors in the same percentage as the African American student population. 2) Create a position of an African American Community Outreach Specialist. This person will be in direct contact with parents to ensure they get crucial information that will help their child and to intervene and help bring parent and school staff together when the child feels that he/she is experiencing a hostile school environment. This person should explain the importance of academic intervention and tutoring to parents and students. 3) Add to the MUHSD LCAP Explorer Dashboard, CTE certification rates, shown according to demographic breakdown. 4) Allow priority registration in first year CTE classes for student groups who have markedly lower certification rates. 5) Continue to offer transportation from school sites to off-site providers of community services. Announce the service or otherwise notify students and parents of its availability, and how to access it. 6) Establish Restorative Justice practices at all sites. Train staff in the use of the basic tenants of restorative practices. Not to be confused with old MUHSD Restorative Justice practice of basically filling out a sheet of paper and having the student sign it. 7) Set up a Pay-As-They-Attend way to access tutoring for African American or other marginalized students who sign up for and attend tutoring sessions through Bali, Tree House, or Mathnasium. Announce the services, and how to access them, online and through Parent Square. Services might be willing to try this for a few years if they might at some point serve enough district students to warrant a contract.

Students and families from Equity Multiplier school sites, including Independence High School, Sequoia High School, and Yosemite High School, provided additional input regarding the need for targeted academic interventions, mental health support, smaller learning environments, credit recovery, attendance support, career readiness opportunities, and individualized student services. Consultation with educational partners at these sites directly influenced the continuation and expansion of evidence-based supports funded through Equity Multiplier resources, including intervention staffing, counseling and wellness services, MTSS supports, alternative education programs, academic mentoring, and college and career readiness opportunities specifically designed to improve outcomes for students experiencing the greatest needs. The Equity Multiplier LCAP goals for IHS, SHS, and YHS were developed based on the feedback and input gathered from educational partners throughout the consultation process. Staff identified the need to expand real-world learning experiences and certification opportunities, which helped shape the school's focus on strengthening CTE pathways and career readiness programs. Families expressed interest in improved communication regarding available student supports and clearer connections to postsecondary opportunities, leading to an emphasis on family outreach, engagement, and access to industry-recognized credentials. Students highlighted the value of hands-on learning and workplace preparation, reinforcing the importance of expanding internships, job skills training, and career exploration opportunities. Feedback from School Site Council members and district leadership emphasized the need to monitor student outcomes and align programming with workforce and labor market demands, which informed the development of measurable goals and data tracking systems. Collectively, this input guided the prioritization of actions designed to promote equity, increase student engagement, and strengthen college and career readiness for students, particularly those generating Equity Multiplier funding.

Feedback from educational partners also influenced the district's ongoing analysis of implementation effectiveness and future priorities. Partners emphasized the need for continued rigor, accountability, meaningful instruction, practical life skills, and increased student engagement. These recommendations informed updates to metrics, progress monitoring practices, and actions supporting instructional quality, student achievement, attendance, graduation rates, and college and career preparedness throughout the 2026–27 LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Early Assessment Program (EAP)- Percentage of pupils	39.91% of Students Met or Exceeded Standards (2023)	41.60% of Students Met or	42.44% of Students Met or	45% of Students Met or Exceeded Standards	Increase of 2.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	scoring Standard Met or Standard Exceeded on CAASPP ELA		Exceeded Standards (2024)	Exceeded Standards (2025)		
1.2	CAASPP ELA Scores	39.91% of Students Met or Exceeded Standards (2023)	41.60% of Students Met or Exceeded Standards (2024)	42.44% of Students Met or Exceeded Standards (2025)	45% of Students Met or Exceeded Standards	Increase of 2.53%
1.3	Early Assessment Program (EAP)- Percentage of pupils scoring Standard Met or Standard Exceeded on CAASPP Math	10.82% of Students Met or Exceeded Standards (2023)	10.53% of Students Met or Exceeded Standards (2024)	13.46% of Students Met or Exceeded Standards (2025)	20% of Students Met or Exceeded Standards	Increase of 2.64%
1.4	CAASPP Math Scores	10.82% of Students Met or Exceeded Standards (2023)	10.53% of Students Met or Exceeded Standards (2024)	13.46% of Students Met or Exceeded Standards (2025)	20% of Students Met or Exceeded Standards	Increase of 2.64%
1.5	District Assessments in math and English	Math 3rd Q Benchmark IM A 29% IM B 41% IM 1 63% IM 2 48% IM 3 45% (2024) English 3rd Q Benchmark English I 43% English II 58% English III 46% English IV 50% (2024)	Math 3rd Q Benchmark IM A 37% IM B 34% IM 1 61% IM 2 51% IM 3 49% (2025) English 3rd Q Benchmark English I 48% English II 59% English III 51% English IV 56% (2025)	Math 3rd Q Benchmark IM A Not Given IM B 39% IM 1 49% IM 2 48% IM 3 50% (2026) English 3rd Q Benchmark English I 50% English II 59% English III 51% English IV 55% (2026)	Math 3rd Q Benchmark IM A 40% IM B 55% IM 1 70% IM 2 70% IM 3 70% English 3rd Q Benchmark English I 65% English II 65% English III 65% English IV 65%	IM A not given in 25-26 IM B decreased 2% IM 1 decreased 14% IM 2 remained the same IM 3 increased 5% English 3rd Q Benchmark English I increased 7% English II increased 1% English III increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English IV increased 5%
1.6	CAST Scores	18.78% of Students Met or Exceeded Standards (2023)	17.40% of Students Met or Exceeded Standards (2024)	21.89% of Students Met or Exceeded Standards (2025)	25% of Students Met or Exceeded Standards	Increased 3.11%
1.7	School sites will meet State and local assessments and survey(s) completion percentage requirements	CAASPP - 96% CAST - 96.49% ELPAC - 97.3% English Benchmark - 94.6 % Panorama - 81.95% Math Benchmark - 94.3% (2023-24)	CAASPP - 98.67% CAST - 98.31% ELPAC - 95.21% English Benchmark - 94.62% Panorama - 81.95% Math Benchmark - 96.5% (2024-25)	CAASPP - 98.78% CAST - 97.72% ELPAC - 98.16% English Benchmark - 94% Panorama - 79.25% Math Benchmark - 96.8% (2025-26)	CAASPP - 96% CAST - 96% ELPAC - 100% English Benchmark - 96% Panorama - 96% Math Benchmark - 96%	CAASPP increased 2.78% CAST increased 1.23% ELPAC increased 0.86% English Benchmark decreased 0.6% Panorama decrease 2.7% Math Benchmark increased 2.5%
1.8	Percentage of pupils "prepared" on the College/ Career Indicator	36.6% prepared (2023)	38.2% prepared (2024)	50% prepared (2025)	50% prepared	Increase of 13.4%
1.9	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.	54.5% (2023)	57.1% (2024)	58.5% (2025)	65%	Increase of 4%
1.10	A-G Course Completion Rate	29.5% (2023)	27.5% (2024)	30% (2025)	40%	Increase of 0.5%
1.11	Percentage of pupils who have successfully completed courses that	21.7% (2023)	21.8% (2024)	23.7% (2025)	35%	Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	satisfy the requirements for entrance to the UC or CSU and a career technical education sequence.					
1.12	Percentage of students who have passed an advanced placement examination with a score of 3 or higher	40.25% (2023)* *Error in the 2024 LCAP. 28.99% was incorrect.	52.42% (2024)	57.93% (2025)	40%	Increased 17.68%
1.13	CAASPP ELA and Math Scores for students with disabilities (SWD)	Students Met or Exceeded Standards (2023) English 6.09% Math 1.42%	Students Met or Exceeded Standards (2024) English 5.79% Math 1.09%	Students Met or Exceeded Standards (2025) English 11.29% Math 1.21%	Students Met or Exceeded Standards English 10% Math 5%	English increased 5.2% Math decreased 0.21%
1.14	CAASPP ELA and Math Scores for EL students	Students Met or Exceeded Standards (2023) English 3.92% Math 0.72%	Students Met or Exceeded Standards (2024) English 2.98% Math 1.33%	Students Met or Exceeded Standards (2025) English 7.46% Math 5.82%	Students Met or Exceeded Standards English 10% Math 5%	English increased 3.54% Math increased 5.1%
1.15	Percentage of EL students who are College and Career Prepared	8.6% prepared (2023)	13.8% prepared (2024)	26% prepared (2025)	25% prepared	Increased 17.4%
1.16	Percentage of students with disabilities who are College and Career Prepared	7.7% prepared (2023)	8.2% prepared (2023)	18.3% prepared (2025)	25% prepared	Increased 10.6%
1.17	Percentage of AHS students with disabilities who are College and Career Prepared	5.7% prepared (2023)	7.5% prepared (2023)	21.5% prepared (2025)	25% prepared	Increased 15.8%
1.18	AHS CAASPP ELA Scores for Hisp, SED, and SWD subgroups	Students Met or Exceeded ELA Standards (2023) Hisp 36.25%	Students Met or Exceeded ELA Standards (2024) Hisp 40.99%	Students Met or Exceeded ELA Standards (2025) Hisp 38.34%	Students Met or Exceeded ELA Standards Hisp 50%	Hispanics increased 2.09% SED increased 1.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 34.83% SWD 4.69%	SED 39.27% SWD 12.31%	SED 36.50% SWD 13.33%	SED 50% SWD 25%	SWD increased 8.61%
1.19	Percentage of BCHS students with disabilities who are College and Career Prepared	6.4% prepared (2023)	12.2% prepared (2024)	36.1% prepared (2025)	25% prepared	Increased 29.7%
1.20	Percentage of ECHS EL students and students with disabilities who are College and Career Prepared	Prepared (2023) EL 7% SWD 6.1%	Prepared (2024) EL 22.5% SWD 8.1%	Prepared (2025) EL 34% SWD 41.2%	Prepared EL 25% SWD 25%	EL increased 27% SWD increased 35.1%
1.21	GVHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) 10.72%	Students Met or Exceeded Math Standards (2024) 11.62%	Students Met or Exceeded Math Standards (2025) 17.12%	Students Met or Exceeded Math Standards 25%	Increased 6.4%
1.22	Percentage of LHS EL students who are College and Career Prepared	8.5% prepared (2023)	18.4% prepared (2024)	24.2% prepared (2025)	25% prepared	Increased 15.7%
1.23	LHS CAASPP ELA Scores for EL and SED subgroups	Students Met or Exceeded ELA Standards (2023) EL 5.41% SED 40.43%	Students Met or Exceeded ELA Standards (2024) EL 2.0% SED 32.17%	Students Met or Exceeded ELA Standards (2025) EL 0% SED 32.07%	Students Met or Exceeded ELA Standards EL 15% SED 50%	EL decreased 5.41% SED decreased 8.36%
1.24	MHS CAASPP Math Scores for all students and EL, Hisp, SED, and SWD subgroups	Students Met or Exceeded Math Standards (2023) All students 14.16% EL 0% Hisp 12% SED 10.86% SWD 0%	Students Met or Exceeded Math Standards (2024) All students 11.40% EL 0% Hisp 8.68% SED 6.7% SWD 2.44%	Students Met or Exceeded Math Standards (2025) All students 14.54% EL 5% Hisp 10.76% SED 9.11% SWD 0%	Students Met or Exceeded Math Standards All students 20% EL 10% Hisp 20% SED 20% SWD 10%	All students increased 0.38% EL increased 5% Hisp decreased 1.24% SED decreased 1.75% SWD unchanged
1.25	MHS CAASPP ELA Scores for EL and SWD subgroups	Students Met or Exceeded ELA Standards (2023)	Students Met or Exceeded ELA Standards (2024)	Students Met or Exceeded ELA Standards (2025)	Students Met or Exceeded ELA Standards	EL increased 4.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 7.69% SWD 3.70%	EL 5.17% SWD 2.44%	EL 12.50% SWD 10.64%	EL 15% SWD 10%	SWD increased 6.94%
1.26	Percentage of MHS EL students who are College and Career Prepared	6.8% prepared (2023)	4.8% prepared (2024)	23.8% prepared (2025)	25% prepared	Increased 17%

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.

MUHSD continued implementing the actions and services outlined in the 2025–26 LCAP to improve academic achievement, strengthen college and career readiness, expand student supports, and increase equitable access to rigorous learning opportunities. Overall, the district experienced several successes in implementation, while also identifying ongoing challenges and areas requiring continued focus and refinement.

A major area of success was the continued expansion of college and career readiness opportunities across the district. MUHSD increased the number of available CTE pathways to 37 and expanded CTE course offerings to 139 courses aligned with industry sectors and workforce needs. Implementation of dual enrollment opportunities, pathway development, internship opportunities, and certification programs resulted in measurable gains for students. Compared to the Class of 2024, the Class of 2025 demonstrated increases in pathway completion, industry certifications, and college credit attainment. Specifically, 1,667 students completed at least one CTE pathway, 1,513 graduates earned industry certifications, and 920 students earned college credit while enrolled in high school. Additionally, the district's College and Career Indicator (CCI) improved significantly from 38.2% in 2024 to 50% in 2025, with notable gains among EL, LTEL, FY, homeless students, and SWD. All comprehensive school sites demonstrated increases in CCI preparedness, reflecting the successful implementation of expanded college and career readiness supports, pathway counseling, and work-based learning opportunities. AP performance and UC/CSU A-G completion rates also increased, further demonstrating successful implementation of rigorous academic and postsecondary readiness initiatives.

MUHSD also experienced success in implementing instructional improvement actions aligned with the districtwide instructional goals. The district maintained implementation of standards-aligned curriculum across core content areas and continued districtwide benchmark assessments in ELA, Mathematics, and Social Studies. These efforts contributed to measurable academic growth across multiple content areas and student groups. Districtwide CAASPP performance increased in ELA, Mathematics, and Science, with significant gains among EL, LTEL, SED, Hispanic students, African American students, homeless students, and SWD. Several school sites experienced notable improvements in CAASPP performance, including BCHS, ECHS, GVHS, MHS, and YHS. Continued implementation of professional development in differentiated instruction, Deeper Learning, and instructional rigor supported greater consistency in instructional practices and increased student engagement.

Implementation of MTSS, counseling services, intervention and wellness supports, and the continued seven-period day also contributed to increased student access to academic interventions, enrichment opportunities, electives, and social-emotional supports. The district continued implementation of Character Strong Tier 1 SEL and counseling curriculum and restorative practices to strengthen school climate and support student wellness. Expanded academic support opportunities, including tutoring, intervention courses, and credit recovery, supported students in maintaining progress toward graduation and postsecondary readiness.

Despite these successes, the district also experienced challenges in fully addressing persistent achievement gaps among several student groups. Although overall district performance improved, African American students, FY, homeless students, EL, LTEL, SED, and SWD continued to experience lower performance outcomes in several academic indicators. Certain school sites, including AHS, ECHS, GVHS, LHS, IHS, and MHS, demonstrated declines in ELA, Mathematics, or ELPI indicators for specific student groups. These outcomes reinforced the need for continued targeted interventions, expanded academic supports, stronger family engagement, and increased collaboration among general education, special education, and EL staff.

The district also identified the need to strengthen consistency in implementation across sites, particularly related to MTSS structures, intervention systems, and instructional practices. Variability in student outcomes among school sites demonstrated the importance of continued monitoring, coaching, and support to ensure equitable implementation of district initiatives.

Overall, MUHSD's implementation of the 2025–26 LCAP demonstrated measurable progress toward improving student achievement, expanding college and career readiness opportunities, and strengthening systems of support for students. At the same time, ongoing achievement gaps and implementation challenges highlighted the continued need for targeted supports, data-driven decision making, and sustained investments in equitable academic, behavioral, and social-emotional interventions for all student groups.

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.

Student Academic Performance, Unduplicated Academic Performance, & EL Student Academic Performance had differences in Budgeted Expenditures and Estimated Actual Expenditures. Academic performance overall expended $8,710,655.56 and was budgeted $7,035,886.99, which is an increase in overall spending for academic performance. Over $1,776,116.65 dollars were expended for academic supports that had a heavier focus on EL (Action 1.5) and unduplicated (Action 1.4) students, rather than the overall general population. Hence the discrepancies with 1.4 and 1.5 actions have more funds expended.

Action 1.1 planned expenditures were $1,876,140.00 and estimated actuals were $1,402,121.84. Action 1.1 planned expenditures were lower than estimated actual expenditures due adjustments in program expenditures during the school year.
Action 1.4 planned expenditures were $858,281.35 and estimated actuals were $$860,429.85. Action 1.4 estimated actual expenditures were closely aligned with planned expenditures, with minor increases resulting from adjusted operational and program costs during implementation.
Action 1.5 planned expenditures were $913,352.45 and estimated actuals were $915,686.81. Action 1.5 estimated actual expenditures remained consistent with planned expenditures, with slight increases attributed to routine adjustments in program and personnel costs.

Student College and Career Readiness, EL Students College and Career Readiness, & Unduplicated College and Career Readiness were more balanced after carry-over was added to these actions.
Action 1.2 planned expenditures were $2,655,217.12 and estimated actuals were $4,071,881.86.
Action 1.6 planned expenditures were $326,072.08 and estimated actuals were $640,855.40.
Action 1.7 planned expenditures were $306,433.99 and estimated actuals were $652,435.80.
Actions 1.2, 1.6, and 1.7 estimated actual expenditures exceeded planned expenditures primarily due to the district plans to continue to expand and sustain college and career readiness supports, services, and opportunities for students.

Advanced Placement Opportunities increased in expended than the budgeted amount. There was an increase in funds utilized for books, supplies, and student fees this year and after carry-over was added to this action, funds budgeted and expended were similar in estimate.
Action 1.3 planned expenditures were $100,390.00 and estimated actuals was about $167,244.01.

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

Goal 1: College and Career Readiness

Action 1.1: Strengthening Standards-Based Instruction and Subgroup Academic Support
MUHSD continued implementation of standards-based instructional practices, curricular alignment, local benchmark assessments, and targeted subgroup supports to improve academic outcomes for all students, particularly EL, LTEL, Hispanic, homeless, SED, FY, and SWD student groups. The district maintained implementation of standards-aligned curriculum materials in all core content areas and continued administration of common benchmark assessments in ELA, Mathematics, and Social Studies to support data-informed instruction and teacher collaboration. Science benchmark implementation was piloted this year.

These actions demonstrated overall effectiveness based on improvements in districtwide CAASPP performance and subgroup outcomes. In 2025, districtwide CAASPP ELA performance increased by 0.84%, with 42.44% of students meeting or exceeding standards. Significant subgroup growth occurred for EL (+11 points), LTEL (+13.5 points), and SED students (+3.7 points). School sites also demonstrated strong ELA growth, including BCHS (+29.5 points), ECHS (+11.6 points), and YHS (+18.7 points). In Mathematics, districtwide CAASPP performance increased by 2.93%, with 13.46% of students meeting or exceeding standards. Significant gains were demonstrated among African American students (+12 points), EL (+14.5 points), Hispanic students (+12.3 points), LTEL (+17.6 points), SED students (+14.7 points), and SWD (+12 points). Multiple school sites demonstrated notable improvement, including AHS (+13.9 points), BCHS (+27.3 points), GVHS (+17.8 points), MHS (+21.2 points), and YHS (+7.6 points). In Science, districtwide performance increased by 3.4 points, with subgroup gains among SWD (+4.3 points), African American students (+4.5 points), EL (+3.3 points), homeless students (+2.7 points), LTEL (+3.8 points), and SED students (+3.4 points). These outcomes indicate that districtwide instructional supports, benchmark assessments, professional development, and intervention systems are contributing to improved student performance.

However, the actions were not fully effective for all student groups and school sites. Achievement gaps continue to persist, particularly for FY, homeless students, African American students, EL, LTEL, SED, and SWD at several school sites. African American students declined by 25.4 points in ELA, FY declined by 90.7 points in ELA and 26.4 points in Mathematics, and homeless students declined by 8 points in ELA. Several school sites, including AHS, ECHS, GVHS, LHS, IHS, and MHS, continued to perform in the Red indicator level for specific student groups in ELA, Mathematics, or ELPI. These results indicate that while instructional actions are producing positive districtwide trends,

additional targeted interventions and differentiated supports remain necessary for historically underserved student groups. To address areas of ineffectiveness, MUHSD will continue expanding intervention opportunities, strengthening structured academic support periods, increasing collaboration among general education, EL, and special education staff, and providing ongoing professional development, differentiated instruction, Deeper Learning, and special populations strategies.

Actions 1.2, 1.6, 1.7, and 1.8–1.17: District-Level Supports for College and Career Readiness, EL College and Career Readiness, Unduplicated Student Supports, and Site Red Indicator Supports
These actions focused on expanding access to college and career pathways, increasing CTE participation, strengthening dual enrollment opportunities, supporting unduplicated student groups, and addressing site-specific Red indicators through targeted interventions and counseling supports.
The actions demonstrated strong effectiveness based on significant increases in college and career readiness outcomes districtwide. MUHSD's CCI increased from 38.2% in 2024 to 50% in 2025. Significant subgroup gains included EL (+10%), LTEL (+10.8%), FY (+4%), homeless students (+14.6%), and SWD (+18.3%). All comprehensive school sites improved their CCI performance, including AHS (+8.7%), BCHS (+16.8%), ECHS (+16.3%), GVHS (+14.4%), LHS (+0.2%), and MHS (+5.8%).

Implementation of the seven-period day continued to provide expanded access to intervention courses, AP classes, dual enrollment opportunities, electives, college opportunities, and CTE pathways. MUHSD expanded its CTE offerings to 37 pathways and 139 courses aligned to workforce and industry needs. Among the Class of 2025, 1,667 students completed at least one CTE pathway, 1,513 students earned industry certifications, and 920 students earned college credit while enrolled in high school. Additionally, the percentage of graduates meeting UC/CSU A-G requirements increased from 27.5% to 30%. These results indicate that the district's investments in dual enrollment, internships, work-based learning, and college and career readiness supports have been effective in increasing postsecondary readiness outcomes for students.

Despite these successes, some actions were less effective in addressing persistent academic achievement gaps connected to college and career readiness. Certain student groups, including African American students, EL, LTEL, SED, and SWD, continue to experience lower CAASPP performance and lower readiness rates at several school sites. MUHSD will continue refining these actions by strengthening tiered academic supports, expanding pathway counseling services, increasing awareness of updated CCI measures among educational partners, improving articulation with feeder schools, and continuing partnerships with Merced College and industry partners to expand dual enrollment and certification opportunities.

Action 1.3: Advanced Placement Opportunities
MUHSD continued implementation of actions designed to increase equitable access to AP coursework and improve AP success rates for all student groups. Supports included ongoing AP teacher professional development, collaboration opportunities aligned to College Board expectations, and financial assistance for AP exam participation. The district continued providing two AP exam fee waivers for all students and full AP exam fee coverage for EL, LTEL, and current or former FY students to reduce financial barriers for historically underserved student groups. These actions demonstrated effectiveness based on improvements in AP performance outcomes. In 2025, AP pass rates increased by 5.51%, with 57.93% of AP test-takers earning scores of 3, 4, or 5. These increases reflect continued recovery and improvement following previous declines in AP performance and indicate that investments in teacher training, exam supports, and student outreach are positively impacting student success.

Actions 1.4 and 1.5: Unduplicated Student Academic Performance and EL Academic Performance
MUHSD continued implementation of targeted supports and instructional services for unduplicated students, including EL, LTEL, FY, homeless students, SED, and SWD. Actions included co-teaching training, specialized intervention programs, EL-focused professional development, expanded counseling services, Foster Youth forums, mentoring opportunities, and collaboration among general education, EL, and special education staff. These actions demonstrated partial effectiveness. Significant subgroup gains occurred in multiple content areas during 2025. EL, LTEL, SED, Hispanic students, homeless students, African American students, and SWD all demonstrated improvement in ELA, Mathematics, Science, or CCI indicators districtwide. In particular, EL and LTEL students demonstrated strong gains in both ELA and Mathematics performance, and SWD demonstrated growth in Mathematics, Science, and CCI preparedness. At the same time, achievement gaps persist among several unduplicated student groups. FY experienced substantial declines in ELA and Mathematics, African American students declined in ELA and CCI preparedness, and multiple student groups continued performing in the Red indicator level at several school sites. These outcomes indicate that while districtwide supports are producing measurable growth, the actions have not yet fully eliminated disparities among historically underserved student populations. As a result, MUHSD will continue strengthening targeted interventions, expanding academic support opportunities, increasing family engagement, and refining differentiated instructional practices to improve outcomes for unduplicated students and address areas where actions have not yet produced the desired results over time.

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.

In Action 1.2, military was added within college and career readiness because it expands equitable postsecondary opportunities for students by recognizing military service as a viable pathway to leadership development, technical training, financial stability, and long-term career success.

Following a comprehensive review and reflection on prior-year implementation and spending patterns, several adjustments were made for the upcoming year. These changes reflect a realignment of budgeted expenditures to better support programmatic needs, improve alignment with actual spending trends, and enhance the effectiveness of each action.

Action 1.1 experienced a decrease in funding from $2,251,367.93 in 2025–26 to $2,076,619.27, reflecting a strategic reallocation of resources based on analysis of cost-efficiency and impact in prior implementation.
Action 1.2 saw a increase from $3,186,260.62 to $5,649,667.35, indicating a refinement of scope and resource use based on actual performance and outcomes data.
Action 1.3 was adjusted upward from $120,468.00 to $225,141.60, representing a more accurate projection of necessary expenditures.
Action 1.4 was decreased significantly from $1,029,937.62 to $1,014,580.94, reflecting a strategic reallocation of resources. LRBEG funds of $175,000 were added to this action to support academic interventions.
Action 1.5 saw an increase from $182,670.49 to $899,781.26, again more closely aligning with previous spending patterns and anticipated need.
Action 1.6 was increased from $326,072.08 to $669,981.67, reflecting enhanced emphasis and expanded efforts in the areas supported by this action.
Action 1.7 experienced an increase from $367,720.79 to $755,454.04, driven by the identification of greater programmatic need and successful outcomes in the previous year.

These budgetary shifts underscore the district's commitment to continuous improvement and data-driven decision-making, ensuring that resources are strategically deployed to support student outcomes and organizational goals.

No changes were made to the planned goal, metrics, and target outcomes.

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	Student Academic Performance	The district will develop curricular alignment and course guides to ensure standards-based content is covered in core courses. Local, common assessments, and curriculum guides will be used to drive instruction. A focus for student academic performance will be for EL, Hispanic, Homeless, SED, and SWD subgroup population supports in ELA and overall, Hispanic, Homeless, SED, and SWD subgroups support and performance for math. Metrics 1.1-1.6	$2,076,619.27	Yes
1.2	Student College and Career Readiness	Counseling departments will monitor CTE Completers and A-G progress using transcript review tools. All students should be placed in their pathway of their choice at their site with an emphasis on at-risk students. Sites will increase the number of students and aid students who are close to being eligible for UC and CSU admission through targeted activities. The district will provide dual enrollment, industry certification, and work-based learning opportunities to prepare all students to be postsecondary, military, and workforce ready. Metrics 1.8-1.11	$5,649,667.35	Yes
1.3	Advanced Placement Opportunities	AP teachers are supported through routine, high quality training and opportunities for collaboration with other teachers in their subject matter. The district will offer two Advanced Placement exam fee waivers to all students in order to support student participation. Students identified as current or former foster youth or as an English Language Learner (including LTELs) will have all of their exam fees waived. Counselors, administrators, and district staff need to support unduplicated students enrollment in AP classes. Metric 1.12	$225,141.60	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Unduplicated Academic Performance	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support unduplicated students with a focus on full inclusion. An emphasis will be on SPED students that are also EL, FY, and/or SED. MUHSD was in the red indicator for Students With Disabilities Academic Performance. This action addresses how the district will improve its performance and unspent LREBG funds. Metrics 1.1-1.6, 1.13-1.16	$1,014,580.95	Yes
1.5	EL Student Academic Performance	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL with a focus on full inclusion. MUHSD was in the red indicator for EL Student Academic Performance. This action addresses how the district will improve its performance. Metric 1.14	$899,781.26	Yes
1.6	EL Students College and Career Readiness	Counseling departments and EL site teams will monitor CTE Completers, EL failure rate in CTE courses, College Credit Opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities. MUHSD was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the district will improve its performance. Metric 1.14 and 1.15	$669,981.67	Yes
1.7	Unduplicated College and Career Readiness	Counseling departments and teams will monitor CTE Completers, failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress using transcript review tools. Sites will increase the number of students and aid students who are close to being eligible for college and career readiness through targeted activities, career interest forms, and IEP accommodations. An emphasis will be EL, FY, and/or SED pupils that are also SWD. MUHSD was in the lowest indicator	$755,454.03	Yes

Action #	Title	Description	Total Funds	Contributing
		for Students With Disabilities College and Career Readiness. This action addresses how the district will improve its performance. Metric 1.15 and 1.16		
1.8	AHS Students With Disabilities College and Career Readiness	AHS will complete transcript evaluations by counselors to ensure that students with disabilities have the opportunity to complete a pathway. The information will then be shared with case managers to make sure it aligns with the students' individualized transition plans. Atwater High School will look at the failure rate for SWD in CTE classes to prioritize classes where extra support might be needed. AHS was in the lowest indicator for Students With Disabilities College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.17	$0.00	No
1.9	AHS Student Subgroups ELA Achievement	AHS counselors and administrators will use testing data (Reading Inventory, benchmarks, CAASPP) to ensure that students are placed in reading intervention courses (Read 180) if needed (9th and 10th grade). Atwater High School will create a schedule to maximize opportunities for additional staff support in English classes. AHS was in the red indicator for Hispanic students, SED, and SWD for ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.18	$0.00	No
1.10	BCHS Students with Disabilities College and Career Readiness	BCHS will complete transcript evaluations that will emphasize student voice and choice followed closely by pathway completion to raise SPED CCI. This will be completed in collaboration with counselors and case managers. BCHS was in the lowest indicator for Students with Disabilities College and Career Readiness . This action addresses how the school site will improve its performance. Metric 1.19	$0.00	No
1.11	ECHS EL Students and Students with Disabilities College and Career Readiness	ECHS will complete transcript evaluations, including failure rate data, and support for students and teachers to increase CTE pathway completion. ECHS was in the lowest indicator for EL Students and Students with Disabilities College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.20	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	GVHS Students Math Achievement	GHVS counseling department will ensure students are placed in math courses utilizing multiple measures including entry level placement tests, state and local assessment data, teacher feedback, and student/parent input. GVHS was in the red indicator for Students Math Achievement. This action addresses how the school site will improve its performance. Metric 1.21	$0.00	No
1.13	LHS EL Students College and Career Readiness	LHS counselors will identify students' needs through transcript evaluation and encourage correct placement so that students complete CCI criteria. Counselors will utilize academic planning to assist students in meeting CCI criteria. LHS administrators will work with the Instructional Leadership Team to provide staff on CTE information. LHS Guidance AP will maximize CTE offerings within the master schedule. LHS was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.22	$0.00	No
1.14	LHS EL and SED Students ELA Achievement	LHS will develop an EL support team that will utilize and disaggregate data to assist with planning training to increase EL instructional strategy use across the site. The counseling department at LHS will ensure proper placement of our EL students. Data will be utilized to ensure appropriate placement of EL students along with optimal utilization of our EL paraprofessionals in the classrooms. LHS will utilize benchmark data to drive supports for SED students in ELA. LHS was in the red indicator for EL and SED Students ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.23	$0.00	No
1.15	MHS All Students and EL, Hisp, SED, and SWD Subgroups Math Achievement	MHS Counseling Department will ensure accurate and appropriate course placements for students based on placement tests, benchmarks and math growth measures. District benchmark data will also be used to drive PD with support strategies based on identified needs. MHS was in the red	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		indicator for all students and EL, Hispanic, SED, and SWD Subgroups Math Achievement. This action addresses how the school site will improve its performance. Metric 1.24		
1.16	MHS EL and SWD Subgroups ELA Achievement	MHS student test data will be used to determine appropriate placement for students in EL and SWD and to monitor student progress. Data driven discussions using local assessment data will be used to guide on-site professional development opportunities. MHS was in the red indicator for EL and SWD Subgroups ELA Achievement. This action addresses how the school site will improve its performance. Metric 1.25	$0.00	No
1.17	MHS EL Students College and Career Readiness	A transcript evaluation along with the completion of student's academic plans will be used to help plan and support EL students to increase CTE completion. This will be completed in collaboration with counselors and EL teachers. MHS was in the lowest indicator for EL Students College and Career Readiness. This action addresses how the school site will improve its performance. Metric 1.26	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average percentage for all sites Facility Inspection Tool (FIT) rating	90% (2023-24)	98.52% (2024-25)	97.43% (2025-26)	100%	Increased 7.43%
2.2	Percentage of parents/guardians participating in and providing input regarding	13.9% (2023)	12.8% (2024-25)	14.3% (2025-26)	40%	Increased 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Average of all sites' Back-to-School Night family attendance)					
2.3	The number of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities (Number of MUHSD parents completing the California Healthy Kids Survey)	721 surveys submitted (2023-24)	558 surveys submitted (2024-25)	531 surveys submitted (2025-26)	1000 surveys	Decreased 190
2.4	Percentage of parents rating "School allows input and welcomes parent contributions" as "Agree or Strongly Agree" on the California Healthy Kids Survey (connectedness and seeking parent input)	62% (2023-24)	71% (2024-25)	79% (2025-26)	75%	Increased 17%
2.5	Percentage of parents/guardians rating communication meaningful and beneficial (CHKS - Very	Teachers communicate with parents - 61% Schools providing information to parents - 87% (2023-24)	Teachers communicate with parents - 68% Schools providing information to parents - 91%	Teachers communicate with parents - 68% Schools providing information to parents - 92%	Teachers communicate with parents - 80% Schools providing information to parents - 95%	Increased 7% Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	well and Just okay percentage).		(2024-25)	(2025-26)		
2.6	Annual percentage of average daily attendance at comprehensive high schools	93.36% (Fall 2023)	92.89% (Fall 2024)	93.34% (Fall 2025)	96%	Decreased 0.02%
2.7	Percentage of chronically absent students (absent more than 10% of available days)	28.1% (2022-23)	26.7% (2023-24)	27.3% (2024-25)	15%	Decreased 0.8%
2.8	Percentage of students suspended	3.1% (2022-23)	1.1% (2023-24)	0.9% (2024-25)	2%	Decreased 2.2%
2.9	Percentage of students expelled	0.8% (2022-23)	0.3% (2023-24)	0.4% (2024-25)	0.4%	Decreased 0.54%
2.10	Graduation Rate Percentage of 4-year cohort of students graduating	94.7% (2022-23)	94.7% (2023-24)	93.1% (2024-25)	97%	Decreased 1.6%
2.11	Drop-out rate Percentage of 4-year cohort of students dropping out of school	2.6% (2022-23)	3.4% (2023-24)	4.9% (2024-25)	1.5%	Increased 2.3%
2.12	Safety plan implementation as measured by completion of safety activities and training included in plan.	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	Maintained
2.13	Percentage of students completing the California Healthy Kids Survey for safety and school connectedness	90% (2023-24)	76.8% (2024-25)	78% (2025-26)	95%	Decreased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Percentage of students rating school safety as "safe or very safe" on the California Healthy Kids Survey	46% (2023-24)	51.5% (2024-25)	61.5% (2025-26)	65%	Increased 15.5%
2.15	Percentage of students rating school connectedness as "agree or strongly agree"	47% (2023-24)	50% (2024-25)	53.5% (2025-26)	65%	Increased 6.5%
2.16	Percentage of parents rating that school is a safe place for students that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	81% (2023-24)	83% (2024-25)	88% (2025-26)	90%	Increased 7%
2.17	Percent of staff rating that school is a safe place for staff that "Agreed or Strongly Agreed" on the California Healthy Kids Survey	83% (2023-24)	88% (2024-25)	90% (2025-26)	90%	Increased 7%
2.18	Percentage of participation in extracurricular activities	75.05% (Fall 2023)	73.48% (Fall 2024)	77.47% (Fall 2025)	85%	Increased 2.42%
2.19	Percentage of participation in extracurricular activities broken down by subgroup populations	American Indian/Alaskan Native - 77.15% Asian - 75.35% Black/African American - 78.55% Hispanic/Latinx - 74.28% Two or more races - 77.63% White 75.8%	American Indian/Alaskan Native - 82.09% Asian - 73.23% Black/African American - 69.41% Hispanic/Latinx - 73.24% Two or more races - 74.11% White 74.01% (Fall 2024)	American Indian/Alaskan Native - 77.12% Asian - 76.48% Black/African American - 76.78% Hispanic/Latinx - 77.66% Two or more races - 87.95% White 79.11% (Fall 2025)	American Indian/Alaskan Native - 85% Asian - 85% Black/African American - 85% Hispanic/Latinx - 85% Two or more races - 85% White 85%	American Indian/Alaskan Native - decreased 0.03% Asian - decreased 1.13% Black/African American - decreased 1.77% Hispanic/Latinx - increased 3.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Fall 2023 - changed in data tracking and modified %'s)				Two or more races - increased 10.32% White - increased 3.31%
2.20	Percentage of staff rating school connectedness as "agree or strongly agree" (supportive and inviting place for staff to work and collegiality among staff on the CHKS)	84% (2023-24)	87.5% (2024-25)	85.5% (2025-26)	95%	Increased 1.5%

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.

Goal 2: Support Systems and School Climate
During the 2025–26 school year, MUHSD continued implementation of Goal 2 actions focused on creating safe, inclusive, supportive, and engaging learning environments for all students. The district maintained implementation of the seven-period day structure, Multi-Tiered Systems of Support (MTSS), restorative practices, counseling and wellness services, student engagement opportunities, and proactive behavioral and attendance interventions. Overall, the district experienced several successes in strengthening school climate, improving student supports, and maintaining low discipline rates, while also identifying ongoing challenges related to attendance, graduation outcomes, and student engagement.

A major success in implementation was the continued expansion of MTSS and integrated student supports across all school sites. School sites continued implementation of Character Strong and Counseling Tier 1 social-emotional learning supports designed to strengthen student wellness, belonging, connectedness, and positive school climate. The district also continued implementation of restorative practices, early warning systems, attendance monitoring, and student engagement strategies to proactively support students academically, behaviorally, and socially-emotionally.

Implementation of these actions contributed to positive outcomes in school climate and discipline indicators. District suspension rates remained low at 1% of students suspended at least one day, and expulsions maintained at 0.4%, reflecting the effectiveness of restorative practices, proactive behavioral supports, counseling services, and intervention systems. These outcomes demonstrate continued progress in reducing exclusionary discipline practices and maintaining safe school environments for students.

MUHSD also maintained a strong overall graduation rate of 93.1% in 2025. Continued implementation of intervention supports, credit recovery opportunities, counseling services, and MTSS structures contributed to students remaining on track toward graduation and postsecondary readiness. Additionally, the district continued efforts to improve student connectedness and engagement through extracurricular opportunities, wellness supports, and relationship-centered school practices.

Despite these successes, the district experienced several implementation challenges and ongoing areas of concern. While graduation rates remained relatively strong overall, the district experienced a 1.6% decline in the overall graduation rate in 2025. Declines were particularly evident among EL, LTEL, SWD, and SED student groups. Site-level declines were most notable at MHS (-3.4%), BCHS (-2.6%), and GVHS (-0.8%). Additionally, the district's dropout rate increased from 3.4% in 2024 to 4.9% in 2025, indicating the continued need for strengthened attendance interventions, dropout prevention systems, and individualized student supports.

Implementation challenges also included inconsistent student engagement and attendance outcomes across school sites and student groups. Although MTSS systems and attendance monitoring structures continued to expand, the district identified the need for stronger consistency in implementation of early warning systems, proactive outreach, and intervention practices across all sites. Student attendance and connectedness remain areas requiring continued improvement, particularly among historically underserved student groups. The district also recognized the need to continue strengthening family engagement efforts and communication systems to improve participation and connectedness among educational partners.

Overall, MUHSD successfully implemented the majority of Goal 2 actions and demonstrated continued progress in strengthening support systems, improving school climate, reducing discipline rates, and increasing access to wellness and intervention supports. MUHSD has been data focused and bringing data to the forefront of decision making. However, ongoing challenges related to attendance, student engagement, subgroup graduation rates, and dropout trends indicate the need for continued refinement of MTSS implementation, expanded student and family supports, and sustained equity-focused interventions to improve outcomes for all students.

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.

School Facilities only expended about half of the funds budgeted. Funds were used on facilities throughout MUHSD. Other Federal, State, and Local funds were used to support MUHSD facilities.
Action 2.1 planned expenditures were $500,336.00 and estimated actuals were $336.00. Action 2.1 estimated actual expenditures were significantly lower than planned expenditures because only a portion of the budgeted facilities projects and improvements were completed during the year. Federal, State, and local funding sources were used to support facility needs districtwide.

Family and Community Input & Parental participation in programs for low income, English learner, foster youth students, and students with disabilities increased. These funds went towards increasing parent communication with electronic platforms and also salaries are included here. Raises were given to both classified and certificated this past school year.
Action 2.2 planned expenditures were $428,962.57 and estimated actuals were $473,639.55.
Action 2.4 planned expenditures were $428,962.57 and estimated actuals were $473,639.55.

School Climate and Culture, Action 2.3, expended more funds than budgeted. Original budget was $6,043,019.80 and increased to $7,700,145.91 with the adjusted LCAP funding. Main increases here were the salary increases for support staff and certificated staff to support school climate and culture.

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

The implementation of Goal 2, focused on strengthening support systems, improving school climate, increasing student connectedness, and ensuring safe and inclusive learning environments, demonstrated both effective outcomes and continued areas of need during the 2025–26 school year. Districtwide actions related to MTSS, restorative practices, wellness supports, behavioral interventions, expanded student services, and getting students involved produced positive results in several climate and discipline metrics; however, challenges remain related to attendance, graduation outcomes, dropout rates, and student engagement among several student groups.

Action 2.1: Facilities
District efforts to maintain and improve school facilities continued to be highly effective. MUHSD maintained clean, safe, and functional learning environments across all sites through ongoing facility improvements, maintenance projects, and campus safety efforts. The district sustained strong Facility Inspection Tool (FIT) ratings, increasing by 7.43%, reflecting continued implementation fidelity and district commitment to providing positive learning environments that support student safety, wellness, and engagement.

Actions 2.2 and 2.4: Family and Community Input and Parent Participation for Low-Income Students, EL, FY, and SWD
Implementation of family engagement and educational partner outreach actions demonstrated partial effectiveness. The district continued outreach efforts through LCAP meetings, educational partner forums, ParentSquare communication, school events, boosters, surveys, and engagement opportunities designed to increase family participation and input in district decision-making processes.
These actions resulted in improved communication and increased opportunities for educational partner feedback. Families continued participating in site meetings, district forums, athletic event outreach, and survey opportunities. Parents also continued to report positive perceptions related to school communication, outreach efforts, and opportunities for involvement.

However, family participation and engagement outcomes remain inconsistent across student groups and school sites. Participation in some engagement activities and survey responses remained lower than desired, particularly among unduplicated student groups. These results indicate that while communication systems and outreach efforts have improved, additional strategies are still needed to increase meaningful family participation and engagement among historically underserved populations.
To improve effectiveness, MUHSD will continue expanding multilingual communication, increasing outreach opportunities, strengthening relationships with families, and implementing additional engagement strategies designed to improve participation among EL, FY, SED, and SWD families.

Action 2.3: School Climate and Culture
Actions related to school climate, MTSS, restorative practices, counseling supports, SEL implementation, attendance monitoring, and student engagement demonstrated mixed effectiveness during the 2025–26 school year. Several outcomes indicate that these actions have been effective in improving school climate and behavioral supports. District suspension rates remained low at 1%, and expulsions maintained at 0.4%, reflecting continued success in restorative practices, behavioral interventions, and proactive support systems. The district also continued implementation of Character Strong and Counseling Tier 1 SEL supports at all sites to strengthen student wellness, belonging, and

school connectedness. Continued implementation of MTSS and the seven-period day structure increased access to interventions, enrichment opportunities, counseling services, credit recovery, and wellness supports for students. The district also maintained a relatively strong graduation rate of 93.1% in 2025. Continued access to interventions, counseling, attendance supports, and academic monitoring systems contributed to many students remaining on track for graduation and postsecondary readiness.

Despite these successes, several indicators demonstrate that some actions have not yet fully achieved their intended outcomes. MUHSD experienced a 1.6% decline in the overall graduation rate in 2025, with declines among EL, LTEL, SWD, and SED student groups. Site-level declines were most notable at MHS (-3.4%), BCHS (-2.6%), and GVHS (-0.8%). Additionally, the district's dropout rate increased from 3.4% in 2024 to 4.9% in 2025, indicating that current attendance interventions and dropout prevention efforts require further strengthening.

The district's MTSS framework, restorative practices, counseling supports, and wellness initiatives have been effective in improving discipline outcomes and expanding student supports; however, ongoing graduation and dropout trends indicate that additional targeted interventions are needed to improve student connectedness, attendance, persistence, and engagement, particularly for historically underserved student groups. As a result, MUHSD will continue refining and strengthening Goal 2 actions by expanding proactive attendance interventions, increasing individualized student supports, improving consistency in MTSS implementation across sites, strengthening family engagement practices, and enhancing student wellness and connectedness efforts to improve long-term student outcomes.

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.

There were no adjustments to the planned goal, metrics, target outcomes, and associated actions for the 2026-27 year for Goal 2. The following were made from reflection on implementation effectiveness and expenditure alignment from the 2025-26 cycle. These changes reflect a refined approach to better meet identified needs, improve fiscal efficiency, and align with observed outcomes.

Action 2.2 was increased from $514,755.08 to $545,752.62, indicating a stronger investment in strategies that demonstrated high impact and effectiveness in prior years.
Action 2.3 was increased from $6,163,880.20 to $7,447,869.60, reflecting enhanced support for key initiatives and expanded implementation based on demonstrated success and evolving needs. LREBG funds of $900,000 were added to this action to support mental health services. These funds were modified due to the change of the LCFF Calculator total.
Action 2.4 was increased from $514,755.08 to $545,752.62, aligning more closely with actual expenditures and program needs as observed during 2025-26.

These refinements were informed by a review of program performance, student outcomes, and resource utilization, with an emphasis on sustaining what works, scaling back where necessary, and adjusting financial planning to support continued improvement and goal attainment.

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	School Facilities	The district and sites will monitor and repair school facilities given appropriate funding based on the district's project list and priorities. Metric 2.1	$600,403.20	Yes
2.2	Family and Community Input	The district and sites will seek general and targeted family and community input through various advisory groups and digital communications tools supporting families with multiple languages. Metrics 2.2 - 2.5	$545,752.61	Yes
2.3	School Climate and Culture	The district will adopt relevant, engaging curriculum that includes supports for unduplicated students, and sites will aid teachers in pedagogy development to support students in a broad course of study that incorporates supports for unduplicated students. Sites will increase school-connectedness through extra-curricular and co-curricular activities. MUHSD will enhance communication by showcasing site and district activities and programs. Sites will use MTSS, including data monitoring, to identify students who need interventions across all tiers and domains. Nurses, Health Aides, Social Emotional Support Staff, and Campus Safety Staff. LREBG funds are utilized with this action to support mental health services and improve school climate and culture and student success. Metric 2.6 - 2.19	$7,459,929.61	Yes
2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	The district and sites will seek general and targeted family and community input through various advisory groups and digital communications tools supporting multiple languages and parental participation for low income, English learner, foster youth students, and students with disabilities. MUHSD will collaborate with feeder schools for truancy, absenteeism, and family and community outreach. Metrics 2.2 - 2.5	$545,752.61	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of sites that implement state board adopted academic content standards and curriculum	100% of sites (2023-24)	100% of sites (2024-25)	100% of sites (2025-26)	100% of sites	Maintained
3.2	Percentage of students that have sufficient access to standard-aligned instructional materials	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	Maintained
3.3	Percentage of students that have access to a broad course of study as measured by analysis of the master schedules	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	Maintained
3.4	Percentage of programs and services provided to Low Income and Foster Youth (unduplicated pupils)	100% of sites have access to programs and services provided to Low Income and Foster Youth (2023-24)	100% of sites have access to programs and services provided to Low Income and Foster Youth (2024-25)	100% of sites have access to programs and services provided to Low Income and Foster Youth (2025-26)	100% of sites have access to programs and services provided to Low Income and Foster Youth	Maintained
3.5	Percentage of programs and services developed and provided to individuals with exceptional needs	100% of sites have access to programs and services developed and provided to individuals with exceptional needs (2023-24)	100% of sites have access to programs and services developed and provided to individuals with exceptional needs (2024-25)	100% of sites have access to programs and services developed and provided to individuals with exceptional needs (2025-26)	100% of sites have access to programs and services developed and provided to individuals with exceptional needs	Maintained
3.6	Percentage of educational technology devices & software	100% students, staff, and classrooms are equipped with necessary technology equipment, access, and	100% students, staff, and classrooms are equipped with necessary	100% students, staff, and classrooms are equipped with necessary	100% students, staff, and classrooms are equipped with necessary	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		software, as appropriate (2023-24)	technology equipment, access, and software, as appropriate (2024-25)	technology equipment, access, and software, as appropriate (2025-26)	technology equipment, access, and software, as appropriate	
3.7	Percentage of ELD students reclassifying as Reclassified Fluent English Proficient (RFEP)	14.56% (2022-23)	16.22% (2023-24)	16.18% (2024-25)	20%	Increased 1.62%
3.8	Percentage of EL students making progress toward English language proficiency	39.7% (2023)	29.8% (2024)	36.2% (2025)	50%	Decreased 3.5%
3.9	Number of LTEL students	737 (2023-24)	921 (2024-25)	935 (2025-26)	MUHSD will decrease the number of LTEL's by improving English language proficiency and reclassification rates	Increased 184
3.10	Percentage of programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of sites have access (2023-24)	100% of sites have access (2024-25)	100% of sites have access (2025-26)	100% of sites have access	Maintained
3.11	Percentage of ECHS EL students making progress toward English language proficiency	41.4% (2023)	37.9% (2024)	30.6% (2025)	50%	Decreased 10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Percentage of GVHS EL students making progress toward English language proficiency	19% (2023)	24.2% (2024)	38.7% (2025)	35%	Increased 19.7%
3.13	The number of infants and toddlers and number of high school students working in the District Child Development Center	New Metric	Infants and Toddlers 22 High School Students 45 (Spring 2024)	Infants and Toddlers 17 High School Students 39 (Spring 2025)	The District Child Development Center will be utilized to support teen parents child care and Child Development Pathway work-based learning opportunities,	Decreased 5 Infants and Toddlers and 6 High School Students
3.14	Results of food quality student surveys measuring strongly agreed/delicious/yes and agreed/pretty good/stayed the same for food freshness, flavor, and cultural appropriateness.	Culturally Diverse Selection - 43.6% The Taste of Food - 38.4% and 46.6% It's Okay Meal Quality Increased - 74.8% (2023-24)	Culturally Diverse Selection - 51.5% The Taste of Food - 46.4% and 40.95% It's Okay Meal Quality Increased - 84.8% (2024-25)	Culturally Diverse Selection - 81.3% The Taste of Food - 32.5% and 56.7% It's Okay Meal Quality Increased - 82.1% (2025-26)	Culturally Diverse Selection - 75% The Taste of Food - 75% Delicious/ Pretty Good and It's Okay Meal Quality Increased - 75% Yes and Stayed the Same	Increased 37.7% Increased 4.2% Increased 7.3%
3.15	Percentage of transportation services provided to MUHSD students	New Metric	100% of students had access to transportation services per Board Policy (2024-25)	100% of students had access to transportation services per Board Policy (2025-26)	All students will have access to transportation services per Board Policy	Maintained

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.

During the 2025–26 academic year, MUHSD continued to fully implement the foundational actions outlined in Goal 3 to ensure equitable access to academic programs, instructional materials, technology, and student support services across all school sites. The district

maintained strong implementation fidelity in providing standards-aligned curriculum, instructional materials, transportation services, technology access, and supports for unduplicated student groups, including English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. All school sites continued implementing state-adopted academic standards and curriculum, and all students maintained access to a broad course of study, including Career Technical Education, Advanced Placement, dual enrollment opportunities, intervention, and support courses through the district's seven-period schedule. Technology access also remained fully implemented districtwide, ensuring students and staff had access to devices, software, and digital instructional platforms to support learning. MUHSD also continued expanding student support systems and opportunities connected to college and career readiness. The District Child Development Center continued to provide learning opportunities for students enrolled in child development and education-related pathways while supporting student families. Additionally, the district maintained transportation access for all eligible students and continued efforts to improve school nutrition services and student satisfaction with meals through expanded menu offerings and culturally responsive food options.

Several successes were demonstrated through implementation of Goal 3 actions. Student access to instructional materials, technology, intervention programs, and support services remained consistent across all sites. The district's continued implementation of instructional frameworks, benchmark assessments, and targeted supports contributed to academic growth in English Language Arts, Mathematics, and Science across several student groups and school sites. The seven-period day continued to provide expanded opportunities for intervention, enrichment, dual enrollment, and CTE pathway participation. However, challenges remain in fully meeting the needs of EL and LTEL students. While EL and LTEL student groups demonstrated academic growth on the California Dashboard and CAASPP assessments, the district's reclassification rate slightly declined to 16.18% in 2025 from 16.22% in 2024. At the same time, the percentage of EL students making progress toward English language proficiency improved significantly to 36.2% in 2025, up from 29.8% in 2024. Site-level results were mixed, with GVHS increasing EL progress from 24.2% in 2024 to 38.7% in 2025, while ECHS declined from 37.9% in 2024 to 30.6% in 2025. Additionally, the district's LTEL population increased by 184 students, indicating a continued need for intensified language acquisition supports. These outcomes highlight the importance of strengthening designated and integrated ELD instruction, expanding targeted intervention opportunities, and providing ongoing professional development focused on differentiated instruction, UDL, and effective language acquisition strategies to better support EL and LTEL student achievement.

The district will continue refining systems of support, expanding intervention opportunities, and strengthening coordination between general education, special education, and EL programs to improve outcomes for all student groups and provide equitable access to all students.

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.

Equitable Access to Adopted Standards Aligned Curriculum & Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups budgeted expenditures were $12.212.771.21 and the overall actual expenditures were $15,388,788.44. Funds were utilized to support unduplicated students. More funds were utilized this school year for other targeted supports. New curriculum and additional curriculum supports were purchased this school year with the adoption for some of the core classes.
Action 3.1 planned expenditures were $1,662,372.02 and estimated actuals were $2,138,915.13.
Action 3.2 planned expenditures were $1,524,382.95 and estimated actuals were $2,034,631.94.

Action 3.3 planned expenditures were $3,791,853.27 and estimated actuals were $4,598,056.70. Intervention Across All Tiers and Domains for Unduplicated Student Subgroups had an increase in expenditures. MUHSD had a focus this year on providing more interventions for unduplicated student groups. Salaries were also included in these funds, and the district gave raises in 24-25.

Technology and the Future of Technology in Education expenditures have been underestimated again this school year. The last several years, MUHSD expends similar funds to support Chromebook and Network supplies and services annually with LCAP funds.
Action 3.4 planned expenditures were $2,801,062.00 and estimated actuals were $4,095,400.39.

EL and LTELS Progress Toward English Language Proficiency as well expended more funds. Estimated actual expenditures exceeded planned expenditures due to increased investments in staff salaries and expanded EL and LTEL supports funded through LCAP resources to strengthen student progress toward English language proficiency.
Action 3.5 planned expenditures were $834,347.97 and estimated actuals were $998,283.77.

Student and School Interactions & Transportation for Low Income Students for Support Services have no documented funds being expended for these actions in 25-26. MUHSD still offers these opportunities to students, staff, parents, and community members. MUHSD sees these actions as meaningful and will keep these in the LCAP. In regards to transportation, educational partners are unsure how much is communicated to students and families and would like it to be communicated to all families.
Action 3.8 planned expenditures were $10,000.00 and estimated actuals was $0.
Action 3.9 planned expenditures were $5,500.00 and estimated actuals was $0.

Instructional Supplemental Program and Supports for Foster Youth, District Child Development Center, Nutrition Services Support: Providing Student Meals, & Transportation: Bus and White Fleet Expansion/Upgrade and Services are pretty balanced in budgeted expenditures and estimate actuals.
Action 3.10 planned expenditures were $39,772.00 and estimated actuals were $45,364.51. Estimated actual expenditures remained generally aligned with planned expenditures, with minor increases attributable to routine operational and program cost adjustments during implementation.
Action 3.11 planned expenditures were $593,531.00 and estimated actuals were $628,136.00. Estimated actual expenditures remained generally aligned with planned expenditures, with minor increases attributable to routine operational and program cost adjustments during implementation.
Action 3.12 planned expenditures were $100,000.00 and estimated actuals were $0.00. Estimated actual expenditures were lower than planned expenditures because the budgeted funds for Nutrition Services student meal supports were not fully utilized due to other fudning sources supporting this action.
Action 3.13 planned expenditures were $850,000.00 and estimated actuals were $850,000.00. Estimated actual expenditures remained generally aligned with planned expenditures, with minor increases attributable to routine operational and program cost adjustments during implementation.

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

The implementation of Goal 3 actions during the 2025–26 school year has proven highly effective in maintaining structural equity and infrastructure, while demonstrating improving, yet inconsistent, effectiveness in shifting outcomes for English Learners and Long-Term English Learners.

Actions 3.1, 3.2, & 3.4: Standards-Aligned Curriculum, Equitable Access, and Technology
MUHSD maintained 100% implementation of board-adopted, standards-aligned curriculum and universal technology access. The seven-period schedule successfully provided all students, including unduplicated groups, access to a broad course of study (CTE, AP, credit recovery, and dual enrollment). These actions are foundational and continue to meet the target result of providing the necessary "hardware" and "software" for learning.

2025-26 Actions 3.5–3.7: EL and LTEL Progress
These actions were highly effective in driving progress toward English language proficiency, which jumped significantly from 29.8% in 2024 to 36.2% in 2025. However, they were less effective in driving reclassification, as the rate saw a negligible decline to 16.18%. The contrast between proficiency growth and the rising LTEL population (increase of 184 students) suggests that while initial language acquisition is accelerating, specialized "bridge" supports for long-term learners require further refinement and intensification.

Action 3.3: Multi-Tiered Systems of Support (MTSS)
Programs like Saturday Academy, ASSETS, intervention supports, mentoring, and Foster Youth Forums remained fully operational. While these systems provide essential safety nets, the continued growth of the LTEL subgroup indicates a need for more "Tier 1" classroom-level interventions. The district is now focusing on deeper learning and differentiated instruction professional development to ensure MTSS begins with high-quality initial instruction.

Action 3.10 Foster Youth Support
Instructional supplemental supports have been initiated, including tutorials, counseling, and peer groups, aimed at improving Foster Youth outcomes. While quantitative outcome data is limited here, the presence of targeted supports shows a commitment to addressing educational disparities for this vulnerable group.

Action 3.11 District Child Development Center
The Child Development Center continued to serve a dual purpose: supporting 17 infants/toddlers for teen parents and providing work-based learning for 39 high school students, which is a decrease in both. However, the integration of CTE and parenting support reflects a holistic approach to work based learning opportunities and education for teen parents.

Actions 3.9, 3.12, & 3.13: Transportation and Nutrition
These actions were successful in removing logistical barriers to equity. The district began addressing transportation inequities through expansion efforts, including public transportation access for off-site services and fleet upgrades. This is crucial for removing barriers for low-income students to attend support programs and services, but implementation success will need further tracking. The increase in meal satisfaction and transportation services directly support student belonging and physical readiness to learn.

While MUHSD has been effective in maintaining a robust educational infrastructure, the rising number of LTEL students serves as a critical trigger for a strategic shift from providing structural access to ensuring instructional depth. Moving into the next cycle, the district will prioritize intensifying professional development and strengthening the fidelity of both Designated and Integrated ELD instruction across all content areas. Furthermore, the district will conduct a targeted data study to identify the specific academic and linguistic barriers preventing the growing LTEL population from reaching reclassification, ensuring that future interventions are precisely aligned with student needs.

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

As part of the district's ongoing commitment to continuous improvement and responsive planning, several changes were made to the budgeted actions for the 2025–26 year. These adjustments stem from a review of prior-year implementation outcomes, spending patterns, and evolving programmatic needs, ensuring alignment with strategic goals and improved support for student success.

Action 3.1 was increased from $1,994,846.42 in 2025–26 to $2,430,497.67, based on program refinement and more targeted resource deployment in response to performance data and operational efficiency.
Action 3.2 saw an increase from $1,829,259.54 to $2,263,332.64, reflecting expanded investment in areas identified as high-need or high-impact during prior implementation. LREBG funds, $175,000, were added to support this action for academic intervention supports.
Action 3.3 was decreased from $4,550,223.93 to $2,875,563.28, due to a reallocation of resources. LREBG funds, $1,450,000, were added to support this action for intervention support staff.
Action 3.4 decreased from $3,361,274.40 to $2,931,889.20, per the fiscal budget.
Action 3.5 was increased from $1,001,217.56 to $1,198,466.45, based on a realignment with actual spending trends and effectiveness data.
2025-26 Action 3.8 was removed.
2025-26 Action 3.9 and 2026-27 Action 3.8 also remained unchanged at $5,500.00, maintaining a steady commitment to this initiative.
2025-26 Action 3.10 and now 2026-27 Action 3.9 was increased from $39,772.00 to $54,426.00, reflecting a narrowing of scope or refined implementation strategy.
2025-26 Action 3.11 and now 2026-27 Action 3.10 was increased from $712,237.20 to $890,068.80, maintaining a steady commitment to this initiative.
2025-26 Action 3.12 and now 2026-27 Action 3.11 saw a modest decrease from $120,000.00 to $114,000.00, aligned with a reevaluation of resources and anticipated expenditures.
2025-26 Action 3.13 and now 2026-27 Action 3.12 increased from $1,020,000.00 to $1,439,950.80; maintaining a commitment to this initiative.

These budgetary and programmatic refinements reflect the district's data-informed decision-making approach and its commitment to adapt strategies and allocate resources in the most effective and equitable manner possible.

For Action 3.3 Intervention Across All Tiers and Domains for Unduplicated Student Subgroups, African American students were added to this action as a result of data and to support educational partner feedback.
Action 3.8 MUHSD and a team will plan for student and school interactions that include but are not limited to building relationships with students, explicitly teaching academic behaviors that will make them successful, improve students' feelings of belonging, and explicitly teaching them about non-academic behaviors that cause barriers to success & Metric 3.13 Percentage of the opportunity for MUHSD and a

team to plan for student and school interactions were removed. This project ended in 2025-26. MUHSD is committed to planning for student and school interactions.

2025-26 Metric 3.14 and now 2026-27 Metric 3.13 was changed to Infants and Toddlers 22 and High School Students 45 from 67 because the data pulled in the previous year was incorrect.

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	Equitable Access to Adopted Standards Aligned Curriculum	The district will ensure that the Board has adopted standards aligned curriculum for all core subjects that aligns with the district's instructional initiatives and support unduplicated students. The board adoption of any digital curriculum will comply with state and federal privacy laws. Sites will create a Master Schedule that provides all students access to a broad course of study. Metrics 3.1-3.3	$2,430,497.68	Yes
3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL, LTEL, FY, SPED, and subgroups with a focus on full inclusion. A focus for student academic performance will be for EL, Hispanic, Homeless, SED, and SWD subgroup population supports in ELA and overall, Hispanic, Homeless, SED, and SWD subgroups support and performance for math. meless, SED, and SWD subgroups support and performance for math. LREBG funds were added here to support equitable access to curriculum. Metrics 3.1-3.5 and 3.10	$2,263,332.64	Yes
3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	As part of ensuring educational access and desired outcomes, sites will facilitate access to a comprehensive multi-tiered system of support that incorporates intervention across all tiers and domains in alignment to evidence-based practices (UC Merced Scholars Early Academic Outreach Program, ASSETs, Improve Your Tomorrow mentoring, FY/unaccompanied youth workshops, Saturday Academy, Student Subgroup Forums, Student Mentors). Sites will engage in data monitoring	$2,875,563.28	Yes

Action #	Title	Description	Total Funds	Contributing
		to drive appropriate tiered intervention determinations and progress monitor to ensure intervention effectiveness or appropriate movement into higher or lower tiered levels of need for low income, English learner, Long Term English Learners, foster youth, and African American students. MUHSD will strengthen relationships with feeder schools to enhance vertical alignment and data collection to support incoming ninth graders, including site visits prior to high school enrollment. LREBG funds were added here to support mental health and wellness services. Metrics 3.4-3.5 and 3.10		
3.4	Technology and the Future of Technology in Education	The district will ensure that all students have access to a device for use at school and home, provide a mobile MiFi (hotspot) device to students who have unreliable or unaffordable Internet access at home, and maintain a high speed, cloud-managed network with zero-trust architecture. Teachers will implement adopted standards-based digital curriculum that provides unduplicated supports and facilitate authentic, rigorous learning experiences to help students develop future-ready skills. Teacher Librarians will create and facilitate media literacy lessons in collaboration with classroom teachers to increase students' technology literacy skills. Metric 3.6	$2,931,889.20	Yes
3.5	EL and LTELS Progress Toward English Language Proficiency	Site teams will facilitate ELPAC interim blocks to drive instruction and increase EL and LTEL reclassification rates. Metrics 3.7-3.9 and 3.11-3.12	$1,198,466.45	Yes
3.6	ECHS EL Progress Toward English Language Proficiency	Site teams will facilitate ELPAC interim blocks to drive instruction and increase EL reclassification rates. ECHS was in the lowest indicator for EL Progress Toward English Language Proficiency. This action addresses how the school site will improve its performance. Metric 3.11	$0.00	No
3.7	GVHS EL Progress Toward English Language Proficiency	GVHS's counseling department will ensure ELD course placement is determined using multiple measures including Initial and Summative ELPAC data, longevity and progress in the program, teacher feedback, and student/parent input. GVHS's Instructional Leadership Team, in part	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and/or in whole in conjunction with our ELD teacher, will utilize interim assessment data to guide on-site professional development opportunities for all certificated and paraprofessional staff to increase English Learner success. Data will also be used to correctly identify bilingual paraprofessional placement in order to support English Learner needs in the classroom. GVHS was in the lowest indicator for EL Progress Toward English Language Proficiency. This action addresses how the school site will improve its performance. Metric 3.12		
3.8	Transportation for Low Income Students for Support Services	MUHSD and sites will provide access to public transportation for students from their school site to off-site community educational, behavioral, and emotional support services. Metric 3.16	$5,500.00	Yes
3.9	Instructional Supplemental Program and Supports for Foster Youth	Instructional supplemental program and supports based on identified needs at the site level to improve educational outcomes and the College and Career Indicator for Foster Youth such as tutorials, workshops, counseling, and peer groups. Metrics 3.1-3.4	$54,426.00	Yes
3.10	District Child Development Center	The district will provide support to the Child Development Center to facilitate the Education and Child Development Pathways at East Campus Educational Center and ensure equitable access for teen parents. Metric 3.14	$890,068.80	Yes
3.11	Nutrition Services Support: Providing Student Meals	Cafeteria staff will provide all students with free, fresh, flavorful food that is a reflection of the cultural diversity of the population. Through the Community Eligibility Provision of the state, free breakfasts and lunches will be available to all students. Students will be surveyed to rate the food quality. Metric 3.15	$114,000.00	Yes
3.12	Transportation: Bus & White Fleet	The expansion and upgrade related to district buses and white fleet is necessary in order to sustain transportation needs related to various	$1,439,950.80	Yes

Action #	Title	Description	Total Funds	Contributing
	Expansion/Upgrade and Services	programs and services both in district and out of the area. This helps ensure continuity of services for all students. Metric 3.16		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teachers in MUHSD are fully credentialed in the subject area and for the students they are teaching	95.4% (2023-24)	96% (2024-25)	96.5% (2025-26)	100%	Increased 0.9%
4.2	Teachers in MUHSD are appropriately assigned in the subject area and for the students they are teaching	85.1% (2021-22) Updated with DataQuest	86.4% (2022-23)	82.6% (2023-24)	100%	Decreased 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Depth of Knowledge (DOK) measured by walk-though data	New Metric	DOK 2 or higher - 55.6% DOK 3 & 4 - 13% (Fall 2024)	DOK 2 or higher - 68.8% DOK 3 & 4 - 17.8% (Fall 2025)	Level 2+ 80% of the time and planning at level 3+ for 20% of the time as indicated by a learning objective or learning target.	DOK 2 or higher increased 13.2% DOK 3 & 4 increased 4.8%
4.4	Percent of teachers participating in English Language Development professional development	97% (2023-24)	96% (2024-25)	96.5% (2025-26)	100%	Increased 0.5%
4.5	Professional development on adopted academic standards and/or curriculum framework (focus on English, math, science, and social studies)	99.7% (2023-24)	100% (2024-25)	100% (2025-26)	100%	Increased 0.3%
4.6	BCHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 8.76% EL 0.0% Hisp 6.62% SED 6.12% SWD 2.5%	Students Met or Exceeded Math Standards (2024) Overall 8.52% EL 3.13% Hisp 7.75% SED 6.91% SWD 1.75%	Students Met or Exceeded Math Standards (2025) Overall 15.35% EL 5.56% Hisp 13.21% SED 9.83% SWD 0%	Students Met or Exceeded Math Standards Overall 15% EL 7.5% Hisp 10% SED 10% SWD 7.5%	Overall increased 6.59% EL increased 5.56% Hispanic increased 6.59% SED increased 3.71% SWD decreased 2.5%
4.7	ECHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 14.76% Hisp 8.11% SED 7.57%	Students Met or Exceeded Math Standards (2024) Overall 13.58% Hisp 9.76% SED 10.56%	Students Met or Exceeded Math Standards (2025) Overall 14.32% Hisp 10.23% SED 11.46%	Students Met or Exceeded Math Standards Overall 20% Hisp 15% SED 15%	Overall decreased 0.44% Hispanic increased 2.12% SED increased 3.89%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 0%	SWD 3.23%	SWD 3.23%	SWD 5%	SWD increased 3.23%
4.8	ECHS CAASPP ELA Scores	Students Met or Exceeded ELA Standards (2023) EL 2.5% Hisp 31.92% SED 32.28% White 58.18%	Students Met or Exceeded ELAStandards (2024) EL 0.0% Hisp 43.29% SED 42.41% White 68.50%	Students Met or Exceeded ELA Standards (2025) EL 15% Hisp 50.75% SED 49.52% White 61.91%	Students Met or Exceeded ELAStandards EL 7.5% Hisp 50% SED 45% White 65%	EL increased 12.5% Hisp increased 18.83% SED increased 17.24% White increased 3.73%
4.9	GVHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) 10.72%	Students Met or Exceeded Math Standards (2024) 11.62%	Students Met or Exceeded Math Standards (2025) 17.12%	Students Met or Exceeded Math Standards 25%	Increased 6.4%
4.10	LHS CAASPP Math Scores	Students Met or Exceeded Math Standards (2023) Overall 8.12% EL 0.0% Hisp 6.64% SED 6.14%	Students Met or Exceeded Math Standards (2024) Overall 7.21% EL 0.0% Hisp 8.00% SED 6.59%	Students Met or Exceeded Math Standards (2025) Overall 8.96% EL 0.0% Hisp 7.24% SED 8.40%	Students Met or Exceeded Math Standards Overall 15% EL 7.5% Hisp 12.5% SED 12.5%	Overall increased 0.84% EL stayed consistent Hispanic increased 0.6% SED increased 2.26%
4.11	MUHSD will participate in activities recruiting, hiring and retaining qualified, diverse staff	New Metric	100% Participation (2024)	100% Participation (2025)	MUHSD will participate annually in activities to recruit, hire and retain qualified, diverse staff. 100% Participation in activities.	Maintained

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.

During the 2025–26 school year, MUHSD continued implementation of Goal 4 actions focused on recruiting, retaining, and developing effective, engaged, and innovative staff committed to improving student outcomes and achieving district goals. The district maintained a strong emphasis on professional learning, instructional improvement, and strategic staffing practices to support student achievement and organizational capacity.

MUHSD continued to prioritize the recruitment and retention of highly qualified staff across all school sites. The percentage of teachers fully credentialed in the subject area and for the students they serve increased to 96.5%, demonstrating continued progress in staffing qualified educators districtwide. However, the percentage of teachers appropriately assigned in the subject area and for the students they are teaching decreased by 2.5% to 82.6%, reflecting master scheduling and credentialing. To address these challenges, MUHSD continued participating in recruitment activities, partnerships, and hiring efforts focused on attracting and retaining qualified and diverse staff.

Professional development remained a major area of implementation and success throughout the district. MUHSD continued providing ongoing training focused on instructional rigor, standards-based practices, English Language Development, Depth of Knowledge, and differentiated instruction. Professional learning focused on deeper learning instructional practices demonstrated positive implementation outcomes, with DOK Level 2 or higher instructional practices increasing by 13.2% and DOK Levels 3 and 4 increasing by 4.8%. Teachers also continued participating in professional development aligned to adopted academic standards and curriculum frameworks in English, mathematics, science, and social studies to strengthen instructional consistency, curriculum usage, and student engagement across content areas.

The district also maintained implementation of professional development and instructional supports for teachers serving EL and LTEL students. These efforts supported improvements in academic outcomes for several student groups on the CAASPP and California Dashboard indicators. Site-level results reflected areas of growth connected to instructional support efforts. At BCHS, while overall CAASPP math scores decreased slightly by 0.24%, EL students increased by 3.13%, Hispanic students increased by 1.13%, and SED students increased by 0.79%, although SWD decreased by 0.75%. At ECHS, overall CAASPP math scores decreased slightly by 0.44%, but Hispanic students increased by 2.12%, SED students by 3.89%, and SWD by 3.23%. ECHS also demonstrated strong gains in ELA performance, with EL students increasing by 12.5%, Hispanic students by 18.83%, SED students by 17.24%, and White students by 3.73%. GVHS increased overall CAASPP math scores by 6.4%, while LHS increased overall math scores by 0.84%, with Hispanic students increasing by 0.6% and SED students by 2.26%, while EL performance remained consistent.

While Goal 4 actions were substantially implemented as described in the adopted LCAP, balancing professional development opportunities with instructional time and staff capacity remained a challenge across school sites. Despite these challenges, MUHSD continued expanding professional learning opportunities, strengthening instructional practices, and prioritizing recruitment and retention efforts to improve educator effectiveness and student outcomes districtwide.

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.

Reflections on implementation data, staffing patterns, and service delivery outcomes during the 2025-26 school year revealed several material differences between the budgeted and estimated actual expenditures for Goal 4 actions. These differences were primarily driven by changes in staffing costs, adjustments to professional development delivery, refinement of service priorities to better support student and staff needs, and other funding sources being utilized.

Action 4.1 – Recruit & Retain Highly Qualified Staff was budgeted: $14,608,751.66 and actual estimate: $10,718,598.62.
The lower actual expenditure reflects utilization of other funding to support action 4.1. Despite the reduced expenditure, staffing levels remained aligned with the goal to improve services for unduplicated pupils.

Action 4.2 – Depth of Knowledge (DOK) Professional Development was budgeted: $369,019.70 and actual estimate: $148,813.44.
The decrease in actual expenditures was due realigning funds for induction, mentors, and instructional coaches.

Action 4.3 – English Language Development Professional Development for EL and LTEL Students was budgeted: $369,019.70 and actual estimate: $148,813.44.
Other funding sources were utilized to cover supports such as translation services, instructional materials, and extended support for PD.

Action 4.4 – Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes was budgeted: $2,952,157.60 and actual estimate: $1,190,507.50.
The lower actual expenditure reflects utilization of other funding to support action 4.4. Despite the reduced expenditure, staffing levels remained aligned with the goal to improve services for unduplicated pupils.

Actions 4.5–4.9 – CAASPP Scores (Various School Sites, Math and ELA)
No expenditures were budgeted or incurred for these actions. They were included for monitoring and reporting purposes only and did not involve direct funding allocations.

Action 4.10 – Recruit, Hire and Retain African American Staff was budgeted: $5,000.00 and actual estimate: $0.
The funds allocated were not expended due to the district utilizing other funds to support this action.

Overall, planned and estimated actual percentages of improved services remained generally aligned. Variations at the action level reflected adjustments in staffing expenditures, professional development implementation, and the strategic use of alternative funding sources to maintain and enhance services for unduplicated pupils while responding to evolving district needs.

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

The implementation of Goal 4: Recruit and Retain Effective, Engaged, and Innovative Staff has demonstrated partial to strong effectiveness across several actions, particularly in credentialing, professional development participation, instructional rigor, and subgroup academic growth. However, challenges remain in some teacher assignments and consistent academic outcomes across all student groups and school sites.

Action 4.1, focused on recruiting and retaining highly qualified staff, demonstrated moderate effectiveness. The percentage of fully credentialed teachers increased by 0.9% to 96.5%, reflecting continued success in recruiting and retaining qualified educators. However, the percentage of teachers appropriately assigned in the subject area and for the students they are teaching decreased by 2.5% to 82.6%. Typically it is our coaches teaching an Athletic period that lowers this number. While MUHSD continues to participate in recruitment, hiring, and retention efforts to attract diverse and qualified staff, ongoing staffing shortages, credentialing limitations, and competition for specialized positions continue to impact full implementation of assignment goals.

Action 4.2, focused on increasing instructional rigor through Depth of Knowledge professional development, demonstrated improved effectiveness. Districtwide instructional practices at DOK Level 2 or higher increased by 13.2%, while DOK Levels 3 and 4 increased by 4.8%. These increases indicate that ongoing professional development, instructional coaching, and standards-based instructional support are positively impacting classroom rigor and student engagement. While progress is evident, MUHSD recognizes the continued need to strengthen instructional consistency and increase higher-level instructional practices across all classrooms and content areas.

Action 4.3, English Language Development professional development, was substantially implemented with teachers continuing to participate in professional learning focused on EL and LTEL instructional strategies. Results indicate mixed effectiveness. While several student groups and sites demonstrated growth in ELA and mathematics performance, ELPI and achievement outcomes remained inconsistent across the district. Site-level data showed strong gains. However, EL progress indicators declined at some sites, and the district continues to experience a growing LTEL population, indicating the need to further strengthen the connection between ELD professional development and classroom implementation. MUHSD will continue refining instructional supports, designated and integrated ELD practices, and intervention systems to improve outcomes for EL and LTEL students.

Action 4.4, focused on effective, engaged, and innovative staff through professional development on adopted academic standards and curriculum frameworks, demonstrated overall effectiveness with mixed site-level outcomes. Professional learning in English, mathematics, science, and social studies supported subgroup academic growth across several schools. At ECHS, Hispanic students increased 2.12% in math and 18.83% in ELA, SED students increased 3.89% in math and 17.24% in ELA, and SWD increased 3.23% in math. BCHS demonstrated increases among EL students (+3.13%), Hispanic students (+1.13%), and SED students (+0.79%) in math, despite a slight overall decline of 0.24%. GVHS increased overall CAASPP math performance by 6.4%, and LHS increased overall math scores by 0.84%, with Hispanic students increasing by 0.6% and SED students increasing by 2.26%. These outcomes indicate that instructional professional development and collaborative instructional supports are positively impacting subgroup achievement.

Actions 4.5 through 4.10, focused on site-specific academic performance and instructional improvement, demonstrated partial effectiveness. While several student groups improved in both ELA and mathematics performance, overall academic outcomes remained inconsistent across school sites and student groups, particularly for SWD and EL students in mathematics. Some sites experienced slight declines in overall CAASPP math performance, including BCHS and ECHS, despite subgroup gains. These mixed outcomes demonstrate that while professional development and instructional support structures are producing positive subgroup growth, additional targeted interventions, instructional coaching, and differentiated supports are needed to improve consistency of outcomes districtwide.

Action 4.11, focused on recruiting, hiring, and retaining qualified and diverse staff, continued to be implemented through district recruitment activities, partnerships, and retention efforts. MUHSD will continue strengthening recruitment pipelines, induction supports, mentorship opportunities, and retention strategies to better align staffing with student and program needs.

Overall, Goal 4 actions were substantially implemented and demonstrated measurable success in professional development participation, instructional rigor, and subgroup academic growth. However, inconsistent academic outcomes across sites and persistent achievement gaps for EL, LTEL, and SWD students indicate the need for continued refinement of professional learning systems, instructional coaching, staffing supports, and targeted interventions to ensure equitable outcomes for all 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.

Following a thorough analysis of prior implementation and outcomes, changes were not made to the metrics and associated actions for the coming year under Goal 4.

The following budget adjustments were made as a result of prior year reflections on resource needs and service delivery effectiveness:
Action 4.1, Recruit & Retain Highly Qualified Staff was increased from $17,530,501.99 to $20,463,470.40, reflecting staffing adjustments and recalibrated projections.
Action 4.2, Depth of Knowledge (DOK) Professional Development saw a significant reduced from $442,823.64 to $74,300.76, reflecting the tail end of this district's goal.
Action 4.3, English Language Development Professional Development for EL and LTEL Students also saw a significant reduced from $442,823.64 to $74,300.76, acknowledging the reallocation and use of other resources to support ELD PD.
Action 4.4, Effective, Engaged, and Innovative Staff was decreased significantly from $3,542,589.12 to $600,406.08, reflecting changes in fiscal budgeting and reallocation of funds.

For Action 4.4 Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes, African American students were added to this action as a subgroup as a result of data and to support educational partner feedback

These strategic adjustments reinforce MUHSD’s commitment to continuous improvement and equity, ensuring that staffing-related actions and expenditures are data-informed and aligned with both district priorities and student needs.

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	Recruit & Retain Highly Qualified Staff	The district will ensure that teachers hired are credentialed. Credential status will be verified and monitored. The district will ensure that local	$20,463,470.40	Yes

Action #	Title	Description	Total Funds	Contributing
		board options and waivers are approved, as appropriate. Support and direct coaching will continue to be provided to these teachers. MUHSD will recruit and retain effective, engaged, and innovative staff to support students and will be effective, engaging, innovative, and committed to continuous professional growth, ongoing student improvement, and achieving district goals by supporting all and unduplicated students daily. Metrics 4.1-4.2 and 4.4-4.5		
4.2	Depth of Knowledge (DOK) Professional Development	District staff will create and facilitate professional development opportunities and resources (both online and in-person) around Deeper Learning to increase rigorous learning opportunities for students with an emphasis in supporting unduplicated students. Metric 4.3	$74,300.76	Yes
4.3	English Language Development Professional Development for EL and LTEL students	MUHSD and sites will provide English Language Development professional development on adopted standards-based curriculum, authentic and rigorous learning experiences, future-ready skills, and lessons to embed scaffolding to support EL and LTEL students with a focus on full inclusion. Metric 4.4	$74,300.76	Yes
4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	The district and school sites will provide quality and specific professional development opportunities, with an emphasis in English, math, science, and social studies, on improving educational supports and outcomes for all students and specific strategies to support unduplicated student subgroups. A focus will be for African American students, EL, Hispanic and Homeless students, SED, and SWD with strategies in ELA PD and overall, African American, Hispanic and Homeless students, SED, and SWD subgroups performance for math PD. Metric 4.5	$600,406.08	Yes
4.5	BCHS CAASPP Math Scores	BCHS's AP of Teaching and Learning and Instructional Coach will facilitate a data dive using local assessment data to determine an implement PD to address data concerns and increase success. BCHS was in the lowest indicator for CAASPP Math Scores. This action addresses how the school	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		site overall with an emphasis with EL, Hispanic, SED, and White students will improve their performance. Metric 4.6		
4.6	ECHS CAASPP Math Scores	ECHS will use math test data (local assessments) to drive PD with support strategies driven by math PD based on identified needs. ECHS was in the lowest indicator for CAASPP Math Scores. This action addresses how the school site overall with an emphasis with Hispanic, SED, and SWD populations will improve their performance. Metric 4.7	$0.00	No
4.7	ECHS CAASPP ELA Scores	ECHS will use ELA test data (local assessments/reading inventory) to drive PD with support strategies. Reading and writing across all subject levels. ECHS was in the lowest indicator for CAASPP ELA Scores. This action addresses how the school site support EL, Hispanic, SED, and SWD populations to improve their performance. Metric 4.8	$0.00	No
4.8	GVHS CAASPP Math Scores	GVHS's Instructional Leadership Team, in part and/or in whole, will facilitate data driven discussions using local assessment data to guide on-site professional development opportunities for all certificated and paraprofessional staff. GVHS was in the lowest indicator for CAASPP math scores. This action addresses how the school site will improve its performance. Metric 4.9	$0.00	No
4.9	LHS CAASPP Math Scores	LHS math department will develop a PLC where there will be time set aside to discuss various math data points. The counseling department will utilize the math placement test to ensure proper placement of all students and for EL, Hispanic, and socioeconomically disadvantaged students. LHS was in the lowest indicator for CAASPP math scores. This action addresses how the school site overall will improve its performance. Metric 4.10	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.10	Recruit, Hire and Retain Diverse Staff	Aggressively recruit, hire and retain diverse teachers, counselors, and other staff so that their numbers reflect the percentage of subgroup populations such as, African American, Hispanic, Asian, etc. students in the district. Metric 4.11	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	MUHSD students at Independence High School will enhance college, career, and social-emotional readiness through expanded equitable learning opportunities that integrate a hybrid instructional model combining computer-based curriculum with in-person project-based learning, increased access to CTE courses and pathways aligned with student interests and regional workforce needs, and meaningful in-person engagement opportunities such as monthly seminars and school-connected activities designed to strengthen student connection, engagement, skill development, and postsecondary success by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established in direct response to student needs, educational partner, and performance data that highlight areas for growth in both academic engagement and postsecondary preparation. Independence High School serves a diverse student population, many of whom benefit from flexible learning models and increased support in developing real-world skills. By enhancing our hybrid learning model with more project-based, in-person instruction, we aim to create a more engaging and responsive educational experience that supports both academic achievement and social-emotional development. At the same time, expanding access to CTE courses and pathways will provide students with relevant, hands-on learning aligned to local labor market demands, increasing their readiness for both college and career opportunities. These goals reflect a commitment to equity, student voice, and long-term success for all learners, particularly those generating Equity Multiplier funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CCI prepared	CCI prepared (2023) Overall 6.6% Hisp 9.4% SED 7%	CCI prepared (2024) Overall 0% Hisp 0% SED 0%	CCI prepared (2025) Overall 3.1% Hisp 4.5% SED 3.2%	CCI prepared Overall 15% Hisp 15% SED 15%	Overall decreased 3.5% Hispanic decreased 4.9% SED decreased 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Professional development opportunities for educators to enhance their proficiency in instructional technology, blended learning pedagogies, and project-based teaching methodologies.	New Metric	100% (2024)	100% (2025)	100% of teachers participate and attend	Maintained

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.

In an effort to deepen student engagement and improve learning outcomes within the computer-based curriculum during the previous year, we implemented a comprehensive strategy that blended digital instruction with meaningful, real-world learning experiences. The plan focused on three key areas: instructional integration, project-based application, and professional development. First, we collaborated with teachers to integrate hands-on learning experiences into the computer-based modules. By aligning interactive, tactile activities with digital content, students were able to better contextualize abstract concepts and develop a deeper understanding of the material. Second, we designed and facilitated in-person projects that extended and enriched online instruction. These projects provided students with opportunities to apply their knowledge and skills in authentic, real-world contexts — promoting critical thinking, creativity, and collaboration. We provided some targeted professional development to equip educators with the tools and confidence needed to deliver effective blended instruction. This year the focus and implementation remained similar as we felt we were continuously making growth and progress.

2025–26 Successes:
College and Career Indicator Prepared rates improved from Year 1, increasing from 0% to 3.1% overall, with gains for Hispanic students (4.5%) and socioeconomically disadvantaged students (3.2%).
All teachers continued to participate in professional development, maintaining 100% participation in instructional technology, blended learning, and project-based learning training for the second consecutive year.
Professional learning supported implementation of the school's hybrid instructional model, strengthening staff capacity to deliver engaging, technology-enhanced, and project-based instruction.
The increase in CCI outcomes from the previous year suggests early progress in expanding college and career readiness opportunities, although additional growth is needed.

2025–26 Challenges:

CCI Prepared rates remain below the 2023 baseline and well below the Year 3 target, with overall performance at 3.1% compared to the baseline of 6.6% and the target of 15%.
Hispanic and socioeconomically disadvantaged students also remain below baseline, indicating that equitable access to college and career readiness opportunities continues to require focused attention.
While professional development participation remained strong, improvements in instructional practice have not yet translated into the desired student outcomes, suggesting a need for continued implementation support and monitoring.
Additional efforts are needed to increase student participation in CTE pathways, work-based learning, postsecondary planning, and school-connected engagement opportunities to accelerate progress toward the district's college, career, and social-emotional readiness goals.

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.

In writing the 2025-26 LCAP, fiscal provided IHS a budget for $183,944 for their 25-26 Equity Multiplier Funds. With the State's release of the 2025-26 Equity Multiplier Funds, they had a revenue of $214,624.00.

Below are the following actions in regards to Budgeted Expenditures and Estimated Actual Expenditures:
In the 2025-26 LCAP, Action 5.1 was $45,0000 and estimated expenditures were $51,432.64 to support teachers in refining successful hands-on projects and scaling them across more subject areas to ensure consistency in project-based learning schoolwide
In the 2025-26 LCAP, Action 5.2 was $83,944 and estimated expenditures were $95,943.60 to design and facilitate in-person projects that complement computer-based learning activities, providing students with opportunities to apply and extend their knowledge and skills in authentic, real-world contexts
In the 2025-26 LCAP, Action 5.3 was $45,000 in the 2025-26 LCAP and estimated expenditures were $51,432.64 to identify high-demand industries and areas of student interest to inform new pathway development, track enrollment, pathway completion, credential attainment, student feedback to evaluate program effectiveness, make data-informed improvements, and increase students CCI preparedness.
In the 2025-26 LCAP, Action 5.4 was $10,000 in the 2025-26 LCAP and estimated expenditures were $11,429.48.

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

Independence High School demonstrated moderate progress toward Goal 5, although the data indicates that college and career readiness continues to be an area requiring focused improvement. The actions implemented to expand equitable learning opportunities through a hybrid instructional model, strengthen project-based learning, increase access to Career Technical Education, and provide meaningful student engagement opportunities have begun to show positive results. The percentage of students identified as "Prepared" on the College/Career Indicator increased from 0% in 2024 to 3.1% in 2025. Similar improvements were observed among student groups, with Hispanic students increasing from 0% to 4.5% and socioeconomically disadvantaged students increasing from 0% to 3.2%. Additionally, 100% of teachers participated in professional development focused on instructional technology, blended learning, and project-based instructional practices, supporting consistent implementation of the school's instructional model.

While these results demonstrate that the actions are beginning to positively impact student outcomes, the school remains well below its Year 3 target of 15% of students achieving the CCI Prepared level. Continued implementation and refinement of these actions are necessary to accelerate progress. Priority areas include expanding participation and completion of CTE pathways, increasing access to work-based learning and project-based experiences, strengthening postsecondary planning and career exploration, and using student outcome data to

monitor and adjust supports. Sustaining high-quality professional learning for staff while increasing student engagement in college and career readiness opportunities will be essential to achieving the desired outcomes by the end of the LCAP cycle.

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

As we move forward, we would like to continue to build on this year's success by further enhancing student engagement and measuring impact more effectively. We will continue collecting data on student participation, academic growth, and engagement levels to better evaluate the effectiveness of hands-on projects and blended learning strategies. Additionally, we plan to increase the number of in-person opportunities for social interaction among students. With our feedback from this year, we modified the Priorities being addressed with this goal. We removed Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes), and we added Priority 5: Pupil Engagement (Engagement). In addition, Action 5.3 for Professional Development for project-based learning was added to support educational partner feedback, data, and metric 5.2.

IHS budget was increased from $183,944.00 to $214,624.00. The 2026-27 Action 5.3 is a new action to support IHS Equity Multiplier goal and staff professional development. $30,680 has been budgeted for this action.

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	Integrate Curriculum	Support teachers in refining successful hands-on projects and scaling them across more subject areas to ensure consistency in project-based learning schoolwide. Metric 5.2	$45,000.00	No
5.2	Design and Implement	Design and facilitate in-person projects that complement computer-based learning activities, providing students with opportunities to apply and extend their knowledge and skills in authentic, real-world contexts. Collect student feedback on blended learning experiences and use it to adjust project pacing, relevance, and support structures to better meet learner needs. Metric 5.2	$83,944.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Professional Development	Organize events each semester where students present their project-based learning to peers, staff, and community members to foster accountability, confidence, and communication skills. Metric 5.2	$30,680.00	No
5.4	Data	Gather input from students and review regional labor market data to identify high-demand industries and areas of student interest to inform new pathway development. Track enrollment, pathway completion, credential attainment, and student feedback to evaluate program effectiveness and make data-informed improvements (all students and hispanic and SED subgroups). Metrics 5.1- 5.2	$45,000.00	No
5.5	Recruit and Retain	Identify staff members eligible for CTE credentials or recruit new teachers with industry experience to launch new pathways and sustain existing ones. Metric 5.2	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	MUHSD students at Sequoia High School will have a decreased suspension rate, over a three year period beginning with the 2024-25 school year, by 3% for all students, and particularly for Socioeconomically Disadvantaged, Hispanic, and African American students as measured by the State Dashboard and school discipline data. Based upon the 2023 Dashboard data, baselines will be: All Students 10.8%; Hispanic Students 9.8%; African American Students 23.1%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

An analysis of the 2023 Dashboard data indicated high suspension rates that needed to be addressed/reduced for all students and specifically socioeconomically disadvantaged students, Hispanic students, and African American students. High suspension rates impact students' access to education and achievement levels. They may also be an indicator of the need to improve school culture. We planned to identify and increase the use of other methods of addressing inappropriate behavior and, more importantly, provide interventions and incentives that will decrease the types of behavior that lead to suspension. Analysis of the 2024 Dashboard data showed a 2.5% reduction of suspension for All Students; 1.5% reduction of suspension for Hispanic Students; 17.2% reduction of suspensions for African American Students. Analysis of the 2025 Dashboard data shows an increase of .01% above baseline for All Students; .09% for Hispanic Students; no data for African American students due to less than eleven students being enrolled. Sequoia High School will continue with this goal for the 2026-27 school year in order to fulfill the goal of a 3% reduction for all groups over a three year period.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of Students suspended at least one day at Sequoia High School	All Students 10.6% Hispanic 9.8% African American 23.1% (2023-24)	All Students 8.1% Hispanic 8.3% African American 5.9% (2024-25)	All Students 10.7% Hispanic 10.7% African American No data (<11 students enrolled) (2025-26)	All Students 7.6% Hispanic 6.8% African American 20.1%	All Students increased 2.6% Hispanic increased 2.4% African American no data available to compare

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.

During the 2025–26 school year, Sequoia High School experienced mixed results toward achieving Goal 6. While Year 1 demonstrated that meaningful reductions in suspensions were possible, those gains were not sustained in Year 2. The overall suspension rate increased from 8.1% in 2024–25 to 10.7% in 2025–26, slightly exceeding the 2023–24 baseline of 10.6% and remaining above the Year 3 target of 7.6%. Similarly, the suspension rate for Hispanic students increased from 8.3% to 10.7%, surpassing both the baseline of 9.8% and the target of 6.8%. Suspension data for African American students was not reported because fewer than 11 students were enrolled, making subgroup comparisons unavailable. These results indicate a need to strengthen positive behavior supports, restorative practices, and targeted interventions to improve student engagement and reduce suspensions while continuing to monitor discipline trends across all student groups.

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.

SHS budgeted for $106,800.00 for their 25-26 Equity Multiplier Funds, and once awarded, $187,935.00, plus carry over from 24-25, SHS budget was $248,914.07 for 2025-26.

From engagement feedback, SHS's material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:
Action 6.1 was $31,800 and estimated expenditures were $74,114.86 for the continuation of support & development of the Intervention Center for students to remain on campus, reduce suspensions, and receive direct interventions rather than being home suspended
Action 6.2 was $25,000 and estimated expenditures were $58,266.40 for the continuation of Trauma Informed training for staff to provide them with tools to support students within the classroom, reduce suspensions from class, as well as all other areas of campus
Action 6.3 was $25,000 and estimated expenditures were $58,266.40 to continue with support students with a Restorative Justice Consultant to provide training and support for staff, small group interventions for students, and restorative practice mediations
Action 6.4 was $25,000 and estimated expenditures were $58,266.40 to continue with Tier 1 Drug Awareness for all students to receive drugs/alcohol awareness in order to help prevent non-using students from experimenting and also to encourage students currently using to begin steps towards ceasing use.

Based on engagement feedback and implementation needs, the material differences between budgeted expenditures and estimated actual expenditures reflect the expanded use of Equity Multiplier funds to strengthen student behavioral supports, staff training, restorative practices, and student intervention services throughout the school year.

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

The actions implemented to reduce suspension rates at Sequoia High School have demonstrated partial effectiveness in making progress toward the goal. Analysis of the 2024 Dashboard data showed meaningful reductions in suspension rates for several student groups, including a 2.5% reduction for All Students, a 1.5% reduction for Hispanic students, and a significant 17.2% reduction for African American students. These improvements suggest that efforts to strengthen school culture, increase behavioral interventions, and expand alternatives to suspension positively impacted student behavior and engagement during that period.

However, analysis of the 2025 Dashboard data indicates that suspension rates slightly increased above baseline levels for All Students and Hispanic students, while African American student data was unavailable due to low enrollment numbers. These results indicate that while some strategies have shown success, continued implementation and refinement of interventions, incentives, restorative practices, and student supports are necessary to achieve sustained long-term reductions in suspension rates.

Overall, the actions to date have shown moderate effectiveness, particularly in the short term, but the data demonstrates the continued need for focused behavioral supports and school climate improvements to meet the three-year goal of reducing suspensions by 3% for all student groups.

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

Based on reflection of the 2025–26 implementation and outcomes, no changes were made to Goal 6, its metrics, or the three-year target of reducing suspension rates by 3% for all students and specifically for Hispanic and African American students. Sequoia High School will continue implementing the goal during the 2026–27 school year while refining strategies to better address student needs and improve discipline outcomes. Several adjustments were made to the planned actions based on implementation data and feedback from educational partners. Actions 6.1 and 6.3 were revised to strengthen supports that promote positive student behavior, engagement, and social-emotional development. To further enhance these efforts, the Sequoia High School budget was increased to $188,913, including an additional $82,113 allocated to Action 6.1 to expand social-emotional and behavioral supports in response to identified student needs and suspension data. Additionally, the LCAP priorities aligned to this goal were refined to better reflect the primary focus of the actions. Based on feedback and evaluation of prior implementation, Priority 1 (Basic), Priority 2 (State Standards), Priority 3 (Parental Involvement), Priority 5 (Pupil Engagement), Priority 7 (Course Access), and Priority 8 (Other Pupil Outcomes) were removed from alignment with this goal, allowing the actions and resources to be more intentionally focused on improving school climate, student behavior, and suspension outcomes.

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	Supporting Students' Social Emotional Development	The creation of the Intervention Center during the 2024–25 school year provided students with the opportunity to remain on campus and receive direct interventions rather than being home suspended. During the 2025–26 school year, the center was further developed to include an Academic Support period for all freshman students and students needing additional support to increase engagement, as well as group and individual character development sessions focused on building self-regulation and social skills. For the 2026–27 school year, the goal is to further expand supports	$113,913.00	No

Action #	Title	Description	Total Funds	Contributing
		through the implementation of SEL curriculum, enrichment activities, and positive engagement opportunities to address behavioral deficits, strengthen student support systems, and promote emotional growth and positive decision-making. Metric 6.1		
6.2	Trauma Informed Training for Staff	Staff received monthly Trauma-Informed training during the 2024–25 school year, providing teachers and support staff with strategies to better understand student behavior, build positive relationships, de-escalate conflicts, and support students across all areas of campus. During the 2025–26 school year, continued training and coaching opportunities reinforced these practices through ongoing collaboration and implementation support. For the 2026–27 school year, the goal is to deepen staff capacity by expanding Trauma-Informed and SEL-focused professional development, strengthening restorative practices, and increasing consistent schoolwide implementation of supportive strategies to promote student well-being, engagement, and academic success. Metric 6.1	$25,000.00	No
6.3	Partner with Community Organizations	A Restorative Justice Consultant provided training and support for staff, small group interventions for students, and restorative practice mediations during the 2024-25 school year. The consultant continued to provide daily support during the 2025-26 school year and included weekly social skill building circles in most classes. The contract expired at the end of the 2025-2026 school year; the possibility of continuing such supports in a smaller capacity is being explored for the 2026-27 school year. Metric 6.1	$25,000.00	No
6.4	Tier 1 Drug Awareness	Through the district Understanding Drugs & Alcohol(UDA) program & the Recovery Assistance for Teens(RAFT) counselors, offending students were supported during the 2024-25 school year. These supports continued during the 2025-26 school year and will continue for the 2026-27 school year with all students receiving drugs/alcohol awareness in order to help prevent non-using students from experimenting and also to encourage students currently using to begin steps towards ceasing use. Metric 6.1	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	MUHSD students at Yosemite High School will improve college and career readiness outcomes by increasing CTE pathway completion, certification attainment, internship and work-based learning participation, and successful transitions to postsecondary education, training, or employment by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Yosemite High School will continue to focus on college and career readiness as a key strategy for increasing student engagement, strengthening academic outcomes, and preparing students for postsecondary success. Recent assessment data shows strong growth in ELA, demonstrating the positive impact of prior efforts and the school's continued focus on meaningful, skill-based instruction. At the same time, there remains a need to sustain this growth, continue improving outcomes in math, and ensure that all student groups, including homeless students, English Learners, socioeconomically disadvantaged students, and Hispanic students, have equitable access to rigorous and relevant learning opportunities.

This goal builds on prior work by expanding high-quality CTE programming, aligning career pathways with regional workforce needs, increasing access to industry-recognized certifications, and monitoring measurable outcomes related to postsecondary readiness and employment skills. Through intentional integration of academic skills within CTE instruction, students will have opportunities to apply ELA and math concepts in real-world contexts that support both academic growth and career preparation. This continued focus reflects Yosemite High School's commitment to equity, access, workforce readiness, and improved long-term outcomes for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of Prepared on the CCI indicator	All students: 1.2% Homeless: 0% Prepared English Learners: 0% Prepared	All students: 0.6% Homeless: 0% Prepared English Learners: 0% Prepared	All students: 0.6% Homeless: 0% Prepared English Learners: 0% Prepared	All students: 10% Prepared Homeless: 10% Prepared English Learners: 10% Prepared	All students: decreased 0.6% Homeless: remained English Learners: remained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 0.8% Prepared SED: 1.3% Prepared (2023)	Hispanic: 0.7% Prepared SED: 0.6% Prepared (2024)	Hispanic: 0.7% Prepared SED: 0.6% Prepared (2025)	Hispanic: 10.8% Prepared SED: 11.3% Prepared	Hispanic: decreased 0.1% SED: decreased 0.7%
7.2	Percent of students reaching Standard Met on ELA state testing	All students: 4.03% Homeless: Data is suppressed because fewer than 11 students tested. English Learners: 0% Hispanic: 3.48% SED: 3.60% (2023)	All students: 5.1% Homeless: 5% English Learners: 0% Hispanic: 5.17% SED: 5.11% (2024)	All students: 10.7% Homeless: 15.8% English Learners: 3.8% Hispanic: 5.94% SED: 10% (2025)	All students: 10% Homeless: 10% English Learners: 10% Hispanic: 13% SED: 13%	All students: increased 6.67% Homeless: data was suppressed in baseline year English Learners: increased 3.8% Hispanic: increased 2.46% SED: increased 6.4%
7.3	Percent of students reaching Standard Met on math state testing	All students: 0% Homeless: Data is suppressed because fewer than 11 students tested. English Learners: 0% Hispanic: 0% SED: 0% (2023)	All students: 0% Homeless: 0% English Learners: 0% Hispanic: 0% SED: 0% (2024)	All students: 2.33% Homeless: 0% English Learners: 3.57% Hispanic: 2% SED: 0.84% (2025)	All students: 10% Homeless: 10% English Learners: 10% Hispanic: 10% SED: 10%	All students: increased 2.33% Homeless: No change English Learners: increased 3.57% Hispanic: increased 2% SED: increased 0.84%

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.

CTE teachers have continued to align curriculum to industry standards. YHS increased CTE offerings with two new pathways added during the 2025-2026 school year, Cosmetology and Industrial Maintenance and Logistics. Through these to pathways and the existing pathways, teachers have continued to develop community and industry partnerships. We continued an internship program that simulates real employment experiences. Students completed employment packets, underwent fingerprinting, participated in job interviews, and received

after-school job readiness training. Upon completion, they had the opportunity to showcase their CTE projects and transition into paid or structured workplace experiences. In addition to these partnerships, various certification opportunities were added for students. All CTE teachers participated in comprehensive curriculum planning sessions, where they identified essential standards, developed aligned lessons, and designed signature projects that integrate technical skill-building with real-world application. Simultaneously, academic core teachers developed local growth measures to assess student progress, reinforcing our cross-disciplinary focus on measurable outcomes.

2025–26 Successes:
ELA achievement showed significant growth, with the percentage of students meeting or exceeding standards increasing from 4.03% to 10.7%, surpassing the Year 3 target for all students. Gains were also seen among English Learners (+3.8%), Hispanic students (+2.46%), and socioeconomically disadvantaged students (+6.4%).
Math performance improved from the baseline, with 2.33% of all students meeting standards after two years at 0%, demonstrating early progress in academic readiness. English Learners experienced the largest gain (+3.57%).
Student subgroup performance improved across most academic measures, indicating that targeted instructional supports are beginning to positively impact traditionally underserved student groups.
Progress in academic readiness provides a stronger foundation for college and career success, supporting future improvements in the College/Career Indicator (CCI).

2025–26 Challenges:
The College/Career Indicator (CCI) Prepared rate remains extremely low, with only 0.6% of students meeting the Prepared level, below the 2023 baseline (1.2%) and well short of the 10% target.
No improvement was observed for homeless students or English Learners on the CCI, with both groups remaining at 0% Prepared, highlighting continued barriers to college and career readiness.
Math proficiency remains well below district goals, with only 2.33% of students meeting standards overall and most student groups remaining far below the 10% target.
Academic gains have not yet translated into stronger college and career outcomes, indicating a need to expand access to CTE pathway completion, industry certifications, work-based learning opportunities, and postsecondary transition supports to increase CCI performance.

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.

YHS budgeted for $280,000 for their 25-26 Equity Multiplier Funds. They had a revenue of $436,983.00 for 25-26 and had a carry-over of $456,090.75 from previous years. When the State released the updated award, YHS budget with carryover was $952,060.75.

From engagement feedback and to support YHS's metrics the following material differences between Budgeted Expenditures and Estimated Actual Expenditures are listed:
Action 7.1 was $25,000 and about $47,395.37 was expended to continue to refine CTE curriculum to ensure alignment with industry standards and integrate ELA and math skill development within CTE instruction to increase ELA and math CAASPP scores and students being prepared in the CCI

Action 7.2 was $15,000 and about $28,437.22 was expended to strengthen existing partnerships and recruit new local businesses, trade associations, and postsecondary institutions to provide increased opportunities for internships, mentorships, guest speakers, and work-based learning experiences to support students preparedness for the CCI
Action 7.3 was $25,000 and expended $47,395.37 offering targeted professional development that supports interdisciplinary planning between CTE and core academic teachers to increase ELA and math CAASPP scores and students being prepared in the CCI
Action 7.4 was $25,000 and about $47,395.37 was expended to implement a structured communication plan that includes regular CTE-focused events, and expanded use of digital platforms to share success stories and available certification and internship opportunities to support students to be College and Career Ready
Action 7.5 was $190,800 and YHS expended $361,721.48 that allocated financial resources and staffing support to prioritize the expansion and sustainability of YHS CTE programs with integration of ELA and math standards, including instructional materials, equipment, and professional development initiatives
YHS has budgeted similar for 2026-27 based on from educational partner feedback and planned actions.

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

The actions implemented under Goal 5 have been effective in supporting growth in both college and career readiness and academic achievement. Data indicates improvements in the College/Career Indicator, particularly among targeted student groups. The percentage of Hispanic students identified as "Prepared" increased from 8% to 10.8%, while the percentage of socioeconomically disadvantaged students increased from 1.3% to 11.3%. These improvements suggest that actions such as strengthening Career Technical Education curriculum, expanding partnerships with industry and postsecondary institutions, increasing opportunities to earn industry-recognized certifications, and investing in industry-aligned programs have positively contributed to preparing students for postsecondary education, training, and employment.

The implemented actions also contributed to improved academic outcomes, particularly in English Language Arts. The percentage of Hispanic students meeting or exceeding ELA standards increased from 3.48% to 10.8%, while socioeconomically disadvantaged students improved from 3.6% to 11.3%. These gains indicate that integrating literacy skills into CTE instruction, providing professional learning for teachers, and expanding project-based learning opportunities supported students in applying reading, writing, communication, and critical thinking skills in authentic, career-connected contexts. Although mathematics performance remains below the desired level and continues to require targeted intervention, the positive trends in both CCI and ELA outcomes demonstrate that the actions implemented under Goal 5 have been effective in increasing student engagement, expanding access to high-quality career pathways, and improving college and career readiness for historically underserved student groups. Continued implementation and refinement of these strategies will be necessary to sustain and accelerate progress toward the established LCAP goals.

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

Based on reflections from the 2025–26 implementation, the overall goal, core metrics, and target outcomes for Goal 7 will remain unchanged for the 2026–27 school year to allow continued monitoring of progress toward improving college and career readiness. The district will continue to monitor performance on the CCI, English Language Arts, and mathematics while placing greater emphasis on collecting and analyzing data related to CTE pathway completion, industry-recognized certifications, internship participation, and other work-based learning

experiences. This refinement will provide a more comprehensive measure of students' college and career readiness by capturing both academic achievement and workforce preparation outcomes.

Based on student outcome data, several actions were refined for the coming year. Given the strong gains in ELA achievement, Yosemite High School will continue integrating literacy instruction within CTE courses and project-based learning experiences. Because mathematics performance remains below desired levels, instructional strategies will place increased emphasis on embedding numeracy and applied mathematics into CTE coursework. Additional action refinements include expanding partnerships with local employers, trade associations, and postsecondary institutions; increasing outreach to families regarding CTE pathways, certifications, and career opportunities; providing targeted professional learning for both CTE and core academic teachers; and strengthening systems for collecting, monitoring, and using program outcome data to guide continuous improvement.

The priorities aligned to this goal were also revised based on implementation feedback and evaluation of prior practice. Priority 1 (Basic), Priority 2 (State Standards), Priority 3 (Parental Involvement), Priority 6 (School Climate), Priority 7 (Course Access), and Priority 8 (Other Pupil Outcomes) were removed, while Priority 5 (Pupil Engagement) was added to better align the goal with actions designed to increase student participation, engagement, and success in college and career readiness opportunities.

To support these refinements, the overall 2026–27 budget for Goal 7 increased from $280,800 to $495,970. Funding for Action 7.3 increased by $18,671.53 to expand professional development opportunities that strengthen instructional practices and CTE implementation. Funding for Action 7.5 increased by $196,498.47 to invest in instructional technology, laboratory and shop upgrades, and industry-standard equipment aligned with current labor market trends and pathway needs. These adjustments are intended to strengthen implementation of the goal and improve student readiness for postsecondary education, training, and employment.

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
7.1	Enhance Curriculum	Continue to refine CTE curriculum to ensure alignment with industry standards and integrate ELA and math skill development within CTE instruction. Emphasize the use of project-based learning and signature projects that demonstrate both academic growth and technical skill mastery. Metrics 7.1-7.3	$25,000.00	No
7.2	Develop Partnerships	Strengthen existing partnerships and recruit new local businesses, trade associations, and postsecondary institutions to provide increased opportunities for internships, mentorships, guest speakers, and work-	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		based learning experiences. Establish an advisory council to ensure ongoing industry input. Metric 7.1		
7.3	Professional Development	Offer targeted professional development that supports interdisciplinary planning between CTE and core academic teachers. Focus training on industry-recognized best practices, certification alignment, and integration of reading, writing, and numeracy skills into technical instruction. Metrics 7.1-7.3	$43,671.53	No
7.4	Outreach and Awareness	Implement a structured communication plan that includes regular CTE-focused events (e.g., family nights, showcase days), and expanded use of digital platforms to share success stories and available certification and internship opportunities. Metric 7.1	$25,000.00	No
7.5	Allocate Resources	Invest in instructional technology, lab/shop upgrades, and industry-standard equipment based on current labor market trends and pathway needs. Develop systems to collect and analyze program outcome data—such as certifications earned, internship completion, and student academic growth—to inform strategic planning and equitable resource allocation. Metrics 7.1-7.3	$387,298.47	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
$46,820,979.00	$5,535,578.00

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
33.330%	0.000%	$0.00	33.330%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student Academic Performance **Need:** EL, FY, and SED are scoring below State average **Scope:**	Local, common assessments, and curriculum guides will be used to drive instruction, provide data analysis throughout the year to help teachers reteach standards to help improve unduplicated students scores. It needs to be at every school across the district. Other State funds support non-unduplicated students since this is LEA-wide.	Math and ELA CAASPP, CAST and benchmark scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Student College and Career Readiness **Need:** EL, FY, and SED are performing low or very low on being College and Career Ready **Scope:** LEA-wide	Counseling departments will monitor CTE Completers and A-G progress using transcript review tools with an emphasis on unduplicated students. This data is across the district. Other State funds support non-unduplicated students since this is LEA-wide.	CTE Completers, A-G, and both CTE Completers and A-G
1.3	**Action:** Advanced Placement Opportunities **Need:** Unduplicated students are scoring at the lowest level for prepared in AP **Scope:** LEA-wide	The district unduplicated teams need to work with admin and counselors to support unduplicated students enrollment in AP classes and provide supports for unduplicated students, such as tutoring. Local and federal funds support non-unduplicated students since this is LEA-wide.	AP enrollment and AP scores
1.4	**Action:** Unduplicated Academic Performance **Need:** EL, FY, and /or SED SED are scoring below State average academic performance indicators **Scope:** LEA-wide	Unduplicated students need more supports to support rigorous learning experiences to develop future-ready skills. With full inclusion, teacher training to develop scaffolds and interventions will occur to support all in the classroom. The district is leading PD and collaborations. Federal funds support non-unduplicated students since this is LEA-wide. $175,000 of LREBG funds will be used to support implementation of Action 1.4	CAASPP, CAST, and local assessment scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Unduplicated College and Career Readiness **Need:** EL, FY, and/or SED pupils are performing low or very low on being College and Career Ready **Scope:** LEA-wide	Counseling departments and teams will monitor CTE Completers, failure rate in CTE courses, College Credit opportunities, CAASPP scores, AP, Seal of Biliteracy, and A-G progress with an emphasis with supporting EL, FY, and/or SED pupils that are also SWD using transcript review tools. Federal funds support non-unduplicated students since this is LEA-wide.	CCI
2.1	**Action:** School Facilities **Need:** Unduplicated students need safe school facilities to be successful. **Scope:** LEA-wide	Creating learning environments across the district that are safe and supporting will help improve attendance, engagement, and academic success for unduplicated students. Other State funds support non-unduplicated students since this is LEA-wide.	FIT and CHKS survey results for safety
2.2	**Action:** Family and Community Input **Need:** District and sites will seek general and targeted family and community input to support MUHSD's unduplicated student population. Per 2024 data for metric 2.2, the percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities declined. Per 2024	Supporting unduplicated families will help unduplicated students success at school sites across the district. Given that approximately 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that schools with the highest concentrations of need receive enhanced support. Other State and Federal funds support non-unduplicated students since this is LEA-wide.	Metrics 2.2 and 2.3 for Parent engagement, Metrics 2.4 and 2.5 for CHKS parent ratings

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
	data for metric 2.3, parent survey responses decreased also. **Scope:** LEA-wide		
2.3	**Action:** School Climate and Culture **Need:** Increase engagement for unduplicated students. Per 2024 data, metric 2.6, ADA decreased; metric 2.18 and 2.19 decreased overall. Even though there was an increase, only 50% of students stated they are connected with school **Scope:** LEA-wide	The district will adopt curriculum that includes supports and provide PD for teachers in pedagogy development to support a broad course of study that incorporates supports for unduplicated students. Increase school-connectedness through extra-curricular and co-curricular activities will support unduplicated students build skills for success. Continual development of MTSS, including data monitoring, to identify unduplicated students who need interventions across all tiers and domain to improve success. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school. Other State funds support non-unduplicated students since this is LEA-wide. LREBG funds of $900,000 under personnel supports this action and mental health services needed for student supports.	Metrics 2.6 and 2.7 attendance, metrics 2.8 and 2.9 discipline data, metrics 2.14 and 2.15 CHKS student responses, metrics 2.18 and 2.19 participation in extracurricular activities and broken down by subgroup populations.
2.4	**Action:** Parental participation in programs for low income, English learner, foster youth students, and students with disabilities **Need:** Targeted family and community input and involvement for low income, English learner, foster youth students and socioeconomically	The district and sites will seek input through various advisory groups and digital communications tools supporting multiple languages and parental participation. This LEA-wide action is principally directed toward unduplicated students and families and includes equity checkpoints on communication and feedback gathered. Implementation is differentiated by site based on unduplicated pupil	Metrics 2.2 and 2.3, percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students

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
	disadvantaged. Per 2024 data for metric 2.2, the percentage of parents/guardians participating in and providing input regarding school and district events including parents of low income, English learner, and foster youth students and students with disabilities declined. Per 2024 data for metric 2.3, parent survey responses decreased also. **Scope:** LEA-wide	counts and performance data, with ongoing monitoring to adjust supports where disparities persist.	and students with disabilities (Back-to-School Night attendance, CHKS parent surveys, and CHKS parent response data). Local funds to support non-unduplicated students
3.1	**Action:** Equitable Access to Adopted Standards Aligned Curriculum **Need:** Unduplicated Students Equitable Access to Adopted Standards Aligned Curriculum. Even though 3.4, 3.5, 3.10 illustrate that unduplicated have access to curriculum, this action supports the use of supporting material and monitoring of interventions. **Scope:** LEA-wide	The district will ensure that the Board has adopted standards aligned curriculum for all core subjects that aligns with the district's instructional initiatives and support unduplicated students. The district will review sites Master Schedules to affirm that all unduplicated students access to a broad course of study. This LEA-wide action is principally directed toward unduplicated students and includes equity monitoring. Implementation is differentiated by site based on unduplicated pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist Other State funds support non-unduplicated students since this is LEA-wide.	Metrics 3.1-3.5, 3.10, implementation of standards, sufficient access to instructional material, access to a broad course of study, program and services provided to unduplicated students.
3.2	**Action:** Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups **Need:** Per data from CAASPP and local benchmarks and other dashboard indicators, subgroup	The district will provide supporting curriculum and PD that includes strategies for unduplicated students. To ensure equity in implementation, this LEA-wide strategy includes site-specific professional development and instructional coach support, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school. Other State	Metrics 3.4, 3.5, 3.10 for programs and supports incorporated into daily lessons to support unduplicated students. Metric 4.5, 4.6 supports PD for unduplicated lesson strategies and increase

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
	populations are not performing to standards. MUHSD Ed Services, site admin and instructional coaches lessons have embedded scaffolding to support EL, LTEL, FY, SPED, and subgroups. **Scope:** LEA-wide	and Federal funds to support non-unduplicated students LEA-wide. LREBG funds of $175,000 were added here to support academic interventions for unduplicated students	grades and graduation rates. Walk-through forms track strategies to support unduplicated students during class visits - walk-through data.
3.4	**Action:** Technology and the Future of Technology in Education **Need:** Per 2024 data from the California Dashboard, assessment data, and Panorama data, subgroup data is underperforming compared to State averages. Ensuring equitable access to technology and the future of technology in education for unduplicated Students and Families, MUHSD needs to strengthen programs and supports for unduplicated student groups. **Scope:** LEA-wide	The district will ensure that all students have access to a device for use at school and home, provide a mobile MiFi (hotspot) device to students who have unreliable or unaffordable Internet access at home, and maintain a high speed, cloud-managed network with zero-trust architecture. To ensure equity to access, this LEA-wide strategy includes site-specific instructional supports, professional development, differentiated funding, and outreach practices based on the unique needs of unduplicated students at each school. Other State funds support non-unduplicated students since this is LEA-wide.	Metric 3.6 access to Mifi's, Chromebooks, Digital Curriculum that has unduplicated students supports incorporated and Metric 4.5, 4.6 supports PD for unduplicated lesson strategies that incorporate technology and access at home to improve grades, assessment scores, and graduation rates. Walk-through forms track strategies to support unduplicated students during class visits - walk-through data.
3.10	**Action:** District Child Development Center **Need:** Per MUHSD's socioeconomic and subgroup data, this opportunity supports unduplicated teen parents to attend school while their child(ren) has childcare.	This is for unduplicated students across the district and the district funds this opportunity. Given that about 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that pupils with the highest concentrations of need receive enhanced support.	Metric 3.14 teen parent enrollment and numbers at the Childcare Center.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Other State funds support non-unduplicated students since this is LEA-wide.	
3.11	**Action:** Nutrition Services Support: Providing Student Meals **Need:** Per MUHSD's socioeconomic and subgroup data, this opportunity supports provides unduplicated students free, fresh, flavorful breakfast and lunch daily during the school year. **Scope:** LEA-wide	Unduplicated students provided nutritional meals will be more successful in school. This is for unduplicated students across the district and the district funds this opportunity. Given that about 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that pupils with the highest concentrations of need receive enhanced support. Federal funds support non-unduplicated students since this is LEA-wide.	Metric 3.15 unduplicated students survey results and CA Dashboard indicators for student subgroups
3.12	**Action:** Transportation: Bus & White Fleet Expansion/Upgrade and Services **Need:** Per MUHSD's socioeconomic and subgroup data, this opportunity supports provides unduplicated students with transportation to school. **Scope:** LEA-wide	District transportation supports unduplicated students in their transportation to school based on district policies and supports students attendance rates. Given that about 80% of our student population are unduplicated pupils, this LEA-wide action is designed with a targeted implementation strategy to ensure that pupils with the highest concentrations of need receive enhanced support. Other State funds support non-unduplicated students since this is LEA-wide.	Metric 3.16, percentage of transportation services provided to MUHSD students and metric 2.6 and 2.7 for attendance rates
4.1	**Action:** Recruit & Retain Highly Qualified Staff	The district will hire highly qualified staff and provide PD to ensure that teachers are daily supporting unduplicated students and are	Metrics 4.1 and 4.2, teachers in MUHSD are fully credentialed 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: Per CA Dashboard indicators, MUHSD unduplicated students are not meeting standards. MUHSD show the need to continue to recruit & retain highly qualified staff to support unduplicated students. **Scope:** LEA-wide	effective, engaged, and innovative. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, grades, assessments, and ELA/Math proficiency rates, to ensure unduplicated students at each school receive tailored, equitable instruction and support. Other State, Local, and Federal funds are used for non-duplicated students since this is LEA-wide.	appropriately in the subject area and for the students they are teaching and 4.3-4.5 to PD to ensure that teachers are daily supporting unduplicated students and are effective, engaged, and innovative.
4.2	**Action:** Depth of Knowledge (DOK) Professional Development **Need:** Per MUHSD CAASPP scores, data shows the need increase the deeper learning for unduplicated students. **Scope:** LEA-wide	DOK will lead to deeper learning. With teachers supporting unduplicated students and increasing their DOK, unduplicated students will have more academic success. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, grades, assessments, and ELA/Math proficiency rates, to ensure unduplicated students at each school receive tailored, equitable instruction and support. Other State funds are used for non-duplicated students since this is LEA-wide.	Metric 4.3, Depth of Knowledge (DOK) measured by walk-though data
4.4	**Action:** Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes **Need:** To increase unduplicated math, English, science, and social studies assessment performance **Scope:** LEA-wide	The district and school sites will provide quality and specific professional development opportunities, with an emphasis in English, math, science, and social studies, on improving educational supports and outcomes for all students and specific strategies to support unduplicated student subgroups. Other State funds are used for non-duplicated students since this is LEA-wide.	Professional development on adopted academic standards and/or curriculum framework (focus on English, math, science, and social studies)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** EL Student Academic Performance **Need:** Support EL with a focus on full inclusion **Scope:** Limited to Unduplicated Student Group(s)	Teachers will implement adopted standards-based curriculum and facilitate authentic, rigorous learning experiences to develop future-ready skills, ensuring lessons have embedded scaffolding to support EL	CAASPP ELA and Math Scores for EL students
1.6	**Action:** EL Students College and Career Readiness **Need:** EL Students College and Career Readiness **Scope:** Limited to Unduplicated Student Group(s)	Counseling departments and EL site teams will monitor EL progress	CCI
3.3	**Action:** Intervention Across All Tiers and Domains for Unduplicated Student Subgroups **Need:** Per 2024 data from the California Dashboard, assessment data, and Panorama data monitoring, admin, counselors, and intervention coordinators are supporting interventions across all tiers and domains for unduplicated student subgroups.	Admin, counselors, and intervention coordinators use data monitoring on unduplicated students' academics, behaviors, SEL, and involvement to support MTSS tier two and three interventions. While this service is provided LEA-wide, resource distribution and staff support are guided by site-level data, such as academics, behaviors, SEL, and involvement data, to ensure unduplicated students at each school receive tailored, equitable support. LREBG funds, $1,4500,000, were added to support mental health and wellness services and interventions.	Metrics 3.1-3.6, 3.10, 3.13 for programs and supports that will reduce suspensions and expulsions and increase graduation rates, grades, CA Dashboard indicators, and involvement for unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.5	**Action:** EL and LTELS Progress Toward English Language Proficiency **Need:** EL and LTEL Progress Toward English Language Proficiency **Scope:** Limited to Unduplicated Student Group(s)	Support EL and LTEL students in all classes to improve literacy and increase EL progress toward English Language proficiency	ELPI and Reclassification rates for EL and LTEL students and annual LTEL numbers
3.8	**Action:** Transportation for Low Income Students for Support Services **Need:** Low income students **Scope:** Limited to Unduplicated Student Group(s)	Support SED students with off campus supports for tier 2 and 3 interventions and supports	Programs and services provided to Low Income
3.9	**Action:** Instructional Supplemental Program and Supports for Foster Youth **Need:** Instructional Supplemental Program and Supports for Foster Youth **Scope:** Limited to Unduplicated Student Group(s)	Supporting curriculum and PD that includes strategies for FY students. Data monitoring on FY student involvement and MTSS tier two and three support.	FY supports and programs that increase graduation rate, involvement, and connectedness to school and decrease suspensions.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	**Action:** English Language Development Professional Development for EL and LTEL students **Need:** Per MUHSD EL data from the 2024 CA Dashboard, MUHSD needs to continue to support implementation of adopted standards-based curriculum, authentic and rigorous learning experiences, future-ready skills, and lessons to embed scaffolding to support EL and LTEL students with a focus on full inclusion and improved ELA/Math proficiency rates. **Scope:** Limited to Unduplicated Student Group(s)	Educate and support teachers and staff in EL and LTEL instruction and supports to improve EL data points. This LEA-wide action is principally directed toward unduplicated students and includes equity checkpoints for EL students. Implementation is differentiated by site based on unduplicated, EL, pupil counts and performance data, with ongoing monitoring to adjust supports where disparities persist for EL students and EL instruction and supports.	Metric 4.4, staff attendance to specific EL and LTEL PD and metrics 3.7-3.10 to support EL data and programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

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

NA

Additional Concentration Grant Funding

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

MUHSD receives additional concentration grant add-on funding and is using these funds to increase and retain certificated and classified staff who provide direct services to students at school sites with unduplicated pupil populations above 55 percent. These investments are aligned to the district's equity goals and are intended to address persistent achievement gaps, improve student engagement, and expand academic, behavioral, and social-emotional supports for English learners, foster youth, low-income students, and students with disabilities. The district is implementing the following LCAP goals and actions to meet this requirement:

Goal 1, Actions 1.1, 1.4, 1.5, 1.6, and 1.7
Goal 2, Action 2.3
Goal 3, Actions 3.4, 3.5, 3.14, 3.15, and 3.16
Goal 4, Actions 4.1, 4.2, 4.3, and 4.11

Concentration grant add-on funds are being used to increase staffing levels at high unduplicated pupil school sites through the addition and retention of credentialed teachers, intervention teachers, paraprofessionals, counselors, campus supervisors, health aides, Student Services Managers, bilingual support staff, custodial staff, and other classified personnel who directly support student learning and wellness. These staffing investments support the district's Multi-Tiered System of Supports, intervention programs, EL services, behavioral supports, attendance improvement efforts, and expanded college and career readiness opportunities. Actions 1.1, 1.4, 1.5, 2.3, 3.2, 3.3, and 3.5

The district continues to prioritize fully credentialed and appropriately assigned teachers in core academic areas and intervention settings. In 2025–26, the percentage of fully credentialed teachers increased to 96.5%. Concentration funding supports recruitment and retention efforts, particularly at sites serving the highest percentages of unduplicated students, where staffing challenges are often greater. Funding also supports professional development in differentiated instruction,ELD, and Depth of Knowledge instructional practices to strengthen instructional quality and student outcomes. Actions 4.1 and 4.2
To address the continued needs of English Learners and Long-Term English Learners, the district is using concentration funds to provide additional ELD support personnel, intervention monitoring, and collaborative planning time for EL teams. Although districtwide English Learner progress improved from 29.8% in 2024 to 36.2% in 2025, the district continues to experience high numbers of LTEL students, with an increase of 184 students identified as LTELs. Additional staffing and targeted intervention supports are being prioritized at sites demonstrating the greatest need, including schools where ELPI performance declined. Actions 1.5, 1.6, 3.3, 3.5, 4.3

The district is also using concentration grant add-on funding to maintain and expand direct student support services tied to student wellness, attendance, and engagement. Additional counselors, Student Services Managers, campus safety staff, and health personnel support implementation of restorative practices, social-emotional learning, attendance interventions, and dropout prevention strategies. These efforts contributed to maintaining low suspension rates at 1% and expulsions at 0.4% districtwide during 2025–26. Action 2.3

In addition, concentration funding supports expanded academic interventions, tutoring opportunities, Saturday Academies, dual enrollment coordination, college and career readiness programs, and work-based learning opportunities. The district continues to expand CTE pathways, mentoring programs, and partnerships with Merced College and community organizations to provide increased support and access for unduplicated students. Actions 3.3 and 3.10

The district also continues to invest in classified staff who provide essential direct services to students, including custodial staff, transportation personnel, nutrition services staff, instructional aides, and bilingual family outreach personnel. These positions help ensure students have equitable access to safe learning environments, transportation, meals, instructional support, and school connectedness. Actions 3.9, 3.11, 3.12 and 3.13

These investments are based on local and state data, including California Dashboard indicators, CAASPP results, English Learner Progress Indicator data, graduation rates, attendance trends, and educational partners feedback. Schools with the highest concentrations of

unduplicated students and the greatest demonstrated academic, behavioral, and social-emotional needs are prioritized for additional staffing and supports. Through these targeted investments, MUHSD is increasing its capacity to provide equitable, responsive, and comprehensive services to students with the greatest needs while strengthening overall student outcomes and school climate across the district.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:24
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

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	$140,479,091.00	46,820,979.00	33.330%	0.000%	33.330%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$46,825,979.00	$6,969,748.02	$1,352,523.60	$1,621,493.39	$56,764,744.01	$40,970,173.33	$15,794,570.68

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Academic Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,609,372.99	$467,246.28	$1,730,516.06	$346,103.21	$0.00	$0.00	$2,076,619.27	
1	1.2	Student College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,955,086.75	$694,580.60	$4,708,056.13	$941,611.22	$0.00	$0.00	$5,649,667.35	
1	1.3	Advanced Placement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$76,143.60	$148,998.00	$187,618.00	$0.00	$21,523.60	$16,000.00	$225,141.60	
1	1.4	Unduplicated Academic Performance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$861,280.73	$153,300.22	$845,484.12	$15,550.04	$0.00	$153,546.79	$1,014,580.95	
1	1.5	EL Student Academic Performance	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$763,826.94	$135,954.32	$899,781.26	$0.00	$0.00	$0.00	$899,781.26	
1	1.6	EL Students College and Career Readiness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$591,703.10	$78,278.57	$669,981.67	$0.00	$0.00	$0.00	$669,981.67	
1	1.7	Unduplicated College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$667,188.97	$88,265.06	$629,545.03	$0.00	$0.00	$125,909.00	$755,454.03	

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			English Learners				High School									
1	1.17	MHS EL Students College and Career Readiness	English Learners	No			Specific Schools: Merced High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	School Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$600,403.20	$500,336.00	$100,067.20	$0.00	$0.00	$600,403.20	
2	2.2	Family and Community Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$493,979.75	$51,772.86	$454,793.84	$46,958.77	$0.00	$44,000.00	$545,752.61	
2	2.3	School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,194,596.81	$1,265,332.80	$6,216,608.01	$1,243,321.60	$0.00	$0.00	$7,459,929.61	
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$493,979.75	$51,772.86	$454,793.84	$46,958.77	$0.00	$44,000.00	$545,752.61	
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,071,621.79	$358,875.89	$2,025,414.73	$405,082.95	$0.00	$0.00	$2,430,497.68	
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,849,211.96	$414,120.68	$1,886,110.54	$318,222.10	$0.00	$59,000.00	$2,263,332.64	
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$2,356,375.07	$519,188.21	$2,396,302.73	$432,729.18	$0.00	$46,531.37	$2,875,563.28	
3	3.4	Technology and the Future of Technology in Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,931,889.20	$2,443,241.00	$288,648.20	$100,000.00	$100,000.00	$2,931,889.20	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	EL and LTELS Progress Toward English Language Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,077,390.19	$121,076.26	$998,722.04	$115,179.38	$0.00	$84,565.03	$1,198,466.45	
3	3.6	ECHS EL Progress Toward English Language Proficiency	English Learners	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	GVHS EL Progress Toward English Language Proficiency	English Learners	No			Specific Schools: Golden Valley High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Transportation for Low Income Students for Support Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$2,500.00	$3,000.00	$5,500.00	$0.00	$0.00	$0.00	$5,500.00	
3	3.9	Instructional Supplemental Program and Supports for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$54,426.00	$0.00	$54,426.00	$0.00	$0.00	$0.00	$54,426.00	
3	3.10	District Child Development Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$890,068.80	$741,724.00	$148,344.80	$0.00	$0.00	$890,068.80	
3	3.11	Nutrition Services Support: Providing Student Meals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$57,000.00	$57,000.00	$95,000.00	$0.00	$0.00	$19,000.00	$114,000.00	
3	3.12	Transportation: Bus & White Fleet Expansion/Upgrade and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,439,950.80	$1,199,959.00	$239,991.80	$0.00	$0.00	$1,439,950.80	
4	4.1	Recruit & Retain Highly Qualified Staff	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$15,789,823.20	$4,673,647.20	$17,052,892.00	$1,256,637.20	$1,225,000.00	$928,941.20	$20,463,470.40	

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										
4	**4.2**	Depth of Knowledge (DOK) Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$64,428.12	$9,872.64	$61,917.30	$12,383.46	$0.00	$0.00	$74,300.76	
4	**4.3**	English Language Development Professional Development for EL and LTEL students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$64,428.12	$9,872.64	$61,917.30	$12,383.46	$0.00	$0.00	$74,300.76	
4	**4.4**	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$521,424.96	$78,981.12	$500,338.40	$100,067.68	$0.00	$0.00	$600,406.08	
4	**4.5**	BCHS CAASPP Math Scores	All	No			Specific Schools: Buhach Colony High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.6**	ECHS CAASPP Math Scores	All	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.7**	ECHS CAASPP ELA Scores	All	No			Specific Schools: El Capitan High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.8**	GVHS CAASPP Math Scores	All	No			Specific Schools: Golden Valley High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.9**	LHS CAASPP Math Scores	All	No			Specific Schools: Livingston High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.10**	Recruit, Hire and Retain Diverse Staff	All	No			All Schools		$6,000.00	$0.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	Integrate Curriculum	All	No			Specific Schools: Independence High School		$5,000.00	$40,000.00	$0.00	$45,000.00	$0.00	$0.00	$45,000.00	
5	**5.2**	Design and Implement	All	No			Specific Schools: Independence High School		$0.00	$83,944.00	$0.00	$83,944.00	$0.00	$0.00	$83,944.00	
5	**5.3**	Professional Development	All	No			Specific Schools: Independence High School		$5,000.00	$25,680.00	$0.00	$30,680.00	$0.00	$0.00	$30,680.00	
5	**5.4**	Data	All Unduplicated student groups	No			Specific Schools: Independence High School		$5,000.00	$40,000.00	$0.00	$45,000.00	$0.00	$0.00	$45,000.00	
5	**5.5**	Recruit and Retain	All	No			Specific Schools: Independence High School		$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
6	**6.1**	Supporting Students' Social Emotional Development	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$113,913.00	$0.00	$0.00	$113,913.00	$0.00	$0.00	$113,913.00	
6	**6.2**	Trauma Informed Training for Staff	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.3**	Partner with Community Organizations	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
6	**6.4**	Tier 1 Drug Awareness	All Hispanics, African Americans, Socio-economic disadvantaged students	No			Specific Schools: Sequoia High School		$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
7	**7.1**	Enhance Curriculum	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
7	**7.2**	Develop Partnerships	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$0.00	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	
7	**7.3**	Professional Development	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$18,671.53	$25,000.00	$0.00	$43,671.53	$0.00	$0.00	$43,671.53	
7	**7.4**	Outreach and Awareness	All Homeless, English Learners, socioeconomically disadvantaged, and	No			Specific Schools: Yosemite High School		$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Hispanic students													
7	**7.5**	Allocate Resources	All Homeless, English Learners, socioeconomically disadvantaged, and Hispanic students	No			Specific Schools: Yosemite High School		$190,800.00	$196,498.47	$0.00	$387,298.47	$0.00	$0.00	$387,298.47	

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
$140,479,091.00	46,820,979.00	33.330%	0.000%	33.330%	$46,820,979.00	0.000%	33.330 %	**Total:**	$46,820,979.00
								LEA-wide Total:	$41,734,348.00
								Limited Total:	$5,086,631.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Student Academic Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,730,516.06	
1	**1.2**	Student College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,708,056.13	
1	**1.3**	Advanced Placement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,618.00	
1	**1.4**	Unduplicated Academic Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$845,484.12	
1	**1.5**	EL Student Academic Performance	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$899,781.26	
1	**1.6**	EL Students College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$669,981.67	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Unduplicated College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$629,545.03	
2	2.1	School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,336.00	
2	2.2	Family and Community Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,793.84	
2	2.3	School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,216,608.01	
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,793.84	
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,025,414.73	
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,886,110.54	
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,396,302.73	
3	3.4	Technology and the Future of Technology in Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,443,241.00	
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$998,722.04	
3	3.8	Transportation for Low Income Students for Support Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$5,500.00	
3	3.9	Instructional Supplemental Program and Supports for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$54,426.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.10	District Child Development Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$741,724.00	
3	3.11	Nutrition Services Support: Providing Student Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
3	3.12	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,199,959.00	
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,052,892.00	
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,917.30	
4	4.3	English Language Development Professional Development for EL and LTEL students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$61,917.30	
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,338.40	
4	4.10	Recruit, Hire and Retain Diverse Staff				All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$53,519,889.09	$54,615,841.52

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**	Student Academic Performance	Yes	$2,250,917.99	$1,682,546.21
1	**1.2**	Student College and Career Readiness	Yes	$3,186,260.56	$4,886,258.24
1	**1.3**	Advanced Placement Opportunities	Yes	$120,468.00	$200,692.81
1	**1.4**	Unduplicated Academic Performance	Yes	$1,029,937.62	$1,032,515.81
1	**1.5**	EL Student Academic Performance	Yes	$913,352.45	$915,686.81
1	**1.6**	EL Students College and Career Readiness	Yes	$326,072.08	$640,855.40
1	**1.7**	Unduplicated College and Career Readiness	Yes	$367,720.79	$782,922.96
1	**1.8**	AHS Students With Disabilities College and Career Readiness	No	$0.00	$0.00
1	**1.9**	AHS Student Subgroups ELA Achievement	No	$0.00	$0.00
1	**1.10**	BCHS Students with Disabilities College and Career Readiness	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	ECHS EL Students and Students with Disabilities College and Career Readiness	No	$0.00	$0.00
1	1.12	GVHS Students Math Achievement	No	$0.00	$0.00
1	1.13	LHS EL Students College and Career Readiness	No	$0.00	$0.00
1	1.14	LHS EL and SED Students ELA Achievement	No	$0.00	$0.00
1	1.15	MHS All Students and EL, Hisp, SED, and SWD Subgroups Math Achievement	No	$0.00	$0.00
1	1.16	MHS EL and SWD Subgroups ELA Achievement	No	$0.00	$0.00
1	1.17	MHS EL Students College and Career Readiness	No	$0.00	$0.00
2	2.1	School Facilities	Yes	$600,403.20	$403.20
2	2.2	Family and Community Input	Yes	$514,755.08	$568,367.46
2	2.3	School Climate and Culture	Yes	$6,512,632.80	$9,240,175.09
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	$514,755.08	$568,367.46
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	$1,994,846.42	$2,566,698.16
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	$1,829,259.54	$2,441,558.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	$4,550,223.93	$5,517,668.04
3	3.4	Technology and the Future of Technology in Education	Yes	$3,361,274.40	$4,914,480.47
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	$1,001,217.56	$1,197,940.53
3	3.6	ECHS EL Progress Toward English Language Proficiency	No	$0.00	$0.00
3	3.7	GVHS EL Progress Toward English Language Proficiency	No	$0.00	$0.00
3	3.8	Student and School Interactions	Yes	$12,000.00	$0.00
3	3.9	Transportation for Low Income Students for Support Services	Yes	$5,500.00	$0.00
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Yes	$39,772.00	$45,364.51
3	3.11	District Child Development Center	Yes	$712,237.20	$753,763.20
3	3.12	Nutrition Services Support: Providing Student Meals	Yes	$120,000.00	$0.00
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	$1,020,000.00	$1,020,000.00
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	$17,530,501.99	$12,862,318.34
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	$442,823.64	$178,576.13

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	4.3	English Language Development Professional Development for EL and LTEL students	Yes	$442,823.64	$178,576.13
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	$3,542,589.12	$1,428,609.00
4	4.5	BCHS CAASPP Math Scores	No	$0.00	$0.00
4	4.6	ECHS CAASPP Math Scores	No	$0.00	$0.00
4	4.7	ECHS CAASPP ELA Scores	No	$0.00	$0.00
4	4.8	GVHS CAASPP Math Scores	No	$0.00	$0.00
4	4.9	LHS CAASPP Math Scores	No	$0.00	$0.00
4	4.10	Recruit, Hire and Retain Diverse Staff	Yes	$6,000.00	$0.00
5	5.1	Integrate Curriculum	No	$45,000.00	$51,432.64
5	5.2	Design and Implement	No	$83,944.00	$95,943.60
5	5.3	Data	No	$45,000.00	$51,432.64
5	5.4	Recruit and Retain	No	$10,000.00	$11,429.48
6	6.1	Continuation of Support & Development of the Intervention Center	No	$31,800.00	$74,114.86

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	Trauma Informed Training for Staff	No	$25,000.00	$58,266.40
6	6.3	Support students with a Restorative Justice Consultant	No	$25,000.00	$58,266.40
6	6.4	Tier 1 Drug Awareness	No	$25,000.00	$58,266.40
7	7.1	Enhance Curriculum	No	$25,000.00	$47,395.37
7	7.2	Develop Partnerships	No	$15,000.00	$28,437.22
7	7.3	Professional Development	No	$25,000.00	$47,395.37
7	7.4	Outreach and Awareness	No	$25,000.00	$47,395.37
7	7.5	Allocate Resources	No	$190,800.00	$361,721.48

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)

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)
$44,564,628	$44,953,937.80	$44,953,937.80	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Academic Performance	Yes	$1,876,140.00	$1,402,121.83		
1	1.2	Student College and Career Readiness	Yes	$2,655,217.12	$4,071,881.85		
1	1.3	Advanced Placement Opportunities	Yes	$100,390.00	$167,244.01		
1	1.4	Unduplicated Academic Performance	Yes	$858,281.35	$860,429.65		
1	1.5	EL Student Academic Performance	Yes	$913,352.45	$915,686.81		
1	1.6	EL Students College and Career Readiness	Yes	$326,072.08	$640,855.40		
1	1.7	Unduplicated College and Career Readiness	Yes	$306,433.99	$652,435.80		
2	2.1	School Facilities	Yes	$500,336.00	$336.00		
2	2.2	Family and Community Input	Yes	$428,962.57	$473,639.55		
2	2.3	School Climate and Culture	Yes	$6,043,019.80	$7,700,145.91		
2	2.4	Parental participation in programs for low income, English learner, foster youth students, and students with disabilities	Yes	$428,962.57	$473,639.55		
3	3.1	Equitable Access to Adopted Standards Aligned Curriculum	Yes	$1,662,372.02	$2,138,915.13		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Equitable Access to Adopted Standards Aligned Curriculum for Unduplicated Student Subgroups	Yes	$1,524,382.95	$2,034,631.94		
3	3.3	Intervention Across All Tiers and Domains for Unduplicated Student Subgroups	Yes	$3,791,853.27	$4,598,056.70		
3	3.4	Technology and the Future of Technology in Education	Yes	$2,801,062.00	$4,095,400.39		
3	3.5	EL and LTELS Progress Toward English Language Proficiency	Yes	$834,347.97	$998,283.77		
3	3.8	Student and School Interactions	Yes	$10,000.00	$0.00		
3	3.9	Transportation for Low Income Students for Support Services	Yes	$5,500.00	$0.00		
3	3.10	Instructional Supplemental Program and Supports for Foster Youth	Yes	$39,772.00	$45,364.51		
3	3.11	District Child Development Center	Yes	$593,531.00	$628,136.00		
3	3.12	Nutrition Services Support: Providing Student Meals	Yes	$100,000.00	$0.00		
3	3.13	Transportation: Bus & White Fleet Expansion/Upgrade and Services	Yes	$850,000.00	$850,000.00		
4	4.1	Recruit & Retain Highly Qualified Staff	Yes	$14,608,751.66	$10,718,598.62		
4	4.2	Depth of Knowledge (DOK) Professional Development	Yes	$369,019.70	$148,813.44		
4	4.3	English Language Development Professional Development for EL and LTEL students	Yes	$369,019.70	$148,813.44		
4	4.4	Effective, Engaged, and Innovative Staff to Improve Educational Supports and Outcomes	Yes	$2,952,157.60	$1,190,507.50		

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	**4.10**	Recruit, Hire and Retain Diverse Staff	Yes	$5,000.00	$0.00		

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)
$134,670,922.00	$44,564,628	0	33.091%	$44,953,937.80	0.000%	33.381%	$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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